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ABSTRACT

This report profiles 39 programs that were funded by minigrants from Section 310 of the Adult Education Act in either 1984/85 or 1985/86. The following are among the instructional programs or products developed with the minigrant funds: an evaluation of targeted recruitment for competency-based adult education (CBAE); a self-assessment model; a project to empower students through teaching democratic processes; English as a second language (ESL) exit level tests; government and law lessons for ESL students; a microcomputer software articulation project; a teacher resource file for Comprehensive Adult Student Assessment System competencies; a program to train CBAE volunteers; a validation of ESL placement procedures; a video on designing and implementing effective inhouse staff development; an auto mechanics, welding, and machine shop safety video; a competency-based student orientation and placement study; an ESL intake process, placement procedure, placement test, and teacher handbook; and international restaurant project; a life skills packet for students at correctional education sites; and adaptable CBAE master plan; and a vocational ESL project. Each project summary includes a needs statement, goals and objectives, the process used to develop the program or product, and project outcomes. (Appendixes list 1984/85, 1985/86, and 1986/87 minigrant awards.) (MN)

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ED296183

California

Adult

Education

310 Mini-Grant Summaries

Selected 1984/85 and 1985/86 Reports

CE052564

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Adult, Alternative and Continuation Education Division of the California State Department of Education set aside a portion of their Federal Adult Basic Education Section 310 monies in the spring of 1984 to fund local mini-grants of $300 to $1,000. California Adult Education agencies receiving Federal 306 funding were encouraged to apply for these grants in order to evaluate the implementation of their competency-based education program in the areas of instruction, guidance and management. Applications were encouraged from both individual teachers and teams with the hope that the process would encourage wider involvement from the field in evaluation efforts, particularly at the classroom level.

In response to a May 1984 announcement for mini-grant funds, 107 applications were submitted from 48 adult education agencies. A panel of 10 practitioners evaluated and rated the applications. Each application was reviewed independently by two members of the panel and rated on the following criteria:

- Degree to which application assessed needs for project
- Extent to which the need was related to implementation of Competency-Based Adult Education (CBAE)
- Extent to which objectives were precise and stated in measurable terms
- Extent to which goals and objectives appeared to meet the stated needs
- Appropriateness of procedures to help meet the objectives
- Degree to which procedures were understandable
- Adequacy of evaluation techniques to measure objectives
- Extent to which the project offered a new or unusual solution and was practical

Each panel member made recommendations to either fund the application, fund it with modifications or not fund it. Following the independent rating, the two panel members who read the same application reviewed their decisions. If they disagreed on a decision, a third panel member was asked to rate the application. From this reading and evaluation process, 47 applications from 24 agencies were approved for funding.

Two types of technical assistance was available to the mini-grant recipients. First, the applicants receiving funding with modifications were contacted by a consultant to assist them in refining their proposals. In addition, all mini-grant recipients were required to file a mid-project report in November. The report determined whether or not the projects were on schedule and if assistance was necessary. The consultant contacted individuals who indicated a need for help.

All mini-grant recipients were required to submit a mid-year and final report to the State Department of Education. Of the 47 mini-grants funded, 36 (75 percent) met their objectives and submitted final reports in February 1985. In addition, all mini-grant recipients were requested to present their finding at the March 1985 National CBAE Conference. As a result, 33 mini-grant projects were presented.

Recognition, networking, involvement, statewide needs assessment and evaluation data all resulted from the mini-grant process. These outcomes far exceeded the original intended outcome of evaluation information regarding implementation of CBAE.

Recognition, networking, involvement and a statewide needs assessment all resulted from the mini-grant process.

Within agencies, mini-grant applicants were recognized for their successful efforts. Administrators related the pride their staff had in receiving the mini-grants. All recipients were invited to present their findings at the National CBAE Conference, and for several participants, this was their first conference presentation. Not only did this provide for a new experience but it also served to identify new speakers for future regional and state workshops and to identify emerging leaders in adult education. In addition, many mini-grants became the catalysts for local and interagency teamwork. This teamwork fostered regional networking which continued past the period of mini-grant funding.

The focus of the mini-grants on evaluation of competency-based education created more awareness by staff, community members and volunteers. The mini-grants fostered involvement and seemed to "demystify" the competency-based process. The majority of the budgets were used for teacher and clerical salaries in almost all projects. Because adult education has a high proportion of part-time employees, the mini-grants provided agencies with ways to compensate hourly staff members for non-classroom hours. This compensation encouraged additional involvement from practitioners. Administrators also reported that mini-grants allowed them to send more people to the National CBAE Conference because conference expenses were included in the budget.

At the state level, mini-grants became an informal needs assessment from the field as to their concerns in implementing competency-based education. Since the constraints were only that the recipients evaluated and share their techniques of implementing competency-

based adult education, mini-grant topics served to highlight the areas where agencies felt the most need for improvement. Mini-grant applications were grouped into the categories of guidance, instruction, assessment, volunteers and staff development. The largest number of applications were in the guidance area, which has been identified by other measures—such as the Institutional Self Assessment Measure (ISAM) and agency visitations—as one of the weakest areas of competency-based education implementation.

In June, 1985, a panel of practitioners convened to review the final reports of the 1984/85 mini-grants. This panel selected 18 projects included in a document entitled, "310 Mini-Grant Summaries: Selected 1984/85 Reports," published by DNAE.

The outcomes of the 1984/85 mini-grants far exceeded the anticipated results. Based on this information, the mini-grants were offered for 1985/86 and the funding level increased to $1,500 per application. Seventy-one mini-grants were funded. These projects showed increased networking to cross-field-test projects or involve other agencies in field testing original work.

Mini-grant funds were again made available for 1986/87. To support the previously identified spontaneous networking of agencies, a new funding category was formalized to support the networking which appeared the previous year. Two constraints were placed on applications for the networking category: 1) the network had to have a competency-based process or product for dissemination; and 2) the funding could not exceed $6000 per network. In addition, four content areas were identified as being eligible for additional points during the application review process. These areas were identified as problem areas for CBAE implementation by the CBAE evaluation study commissioned by the State Department of Education. They were: 1) record keeping; 2) providing guidance services to ABE/ESL students; 3) using competency-based classroom strategies; and 4) identifying life skills needed by advanced ESL and ABE students. Seventy-one mini-grants were funded in 1986/87 including five networks.

In July, 1986, another panel of experienced mini-grant readers, joined by mini-grant readers representing past exemplary projects, were convened to review the 71 final reports submitted for 1985/86. Twenty-two projects from 1985/86 were identified as exemplary and their directors were invited to present project findings at the March Competency Based Adult Education (CBAE) conference. They are also included in this document.

The 310 mini-grants have continued to be a successful way to involve practitioners in the meaningful evaluation of the CBAE at the agency level. An illustrative comment from a teacher who received a 310 grant was, "I would have never taken the time to evaluate the effectiveness of our new placement process without these funds." A nice side effect is that teachers are receiving recognition both within and outside of their agencies for their creative projects.

This monograph contains summaries of 18 exemplary mini-grant projects from 1984/85 and 22 exemplary projects from 1985/86. These summaries were written by the individual mini-grant recipients and edited by DNAE. In addition, all mini-grant final reports from 1984 through 1986 are available from DNAE. To receive a project's full final report or additional copies of this monograph, contact DNAE at (800) 672-3494.

For additional information about the mini-grant process, contact:

Sylvia Ramirez, Mini-grant Coordinator
(800) 847-3310 (in state)
(619) 230-2975 (out of state).

An Evaluation of Targeted Recruitment For CBAE

Autumn Keltner, James Hardison, Gretchen Bittlerlin, James Park, Caroline Hamlin
San Diego Community College District

Needs Statement

San Diego Community College District's Adult Basic Education (ABE) English as a Second Language (ESL) curriculum has been developed over a period of several years based on needs assessments of the many communities serviced. Despite this effort, particular segments of the population continue to be underserved. Different recruitment methods have been used to reach these populations. Little evaluation has been conducted, however, that focuses on the methods or materials that are most effective with specific populations — and if the perceived needs of these populations have been adequately addressed in the existing Competency-Based Adult Education (CBAE) curriculum.

Goals

1. To increase enrollment and attendance in CBAE ABE/ESL classes.

2. To evaluate the effectiveness of different recruitment techniques that are targeted to specific populations.

3. To validate the relevance of the CBAE curriculum for these populations.

Objectives

1. To determine the appropriateness of current ABE/ESL competencies and assess the relevance of these for the targeted populations.

2. To identify alternative methods for delivery of instructions to targeted populations as appropriate.

3. To compare the effectiveness of recruitment methods and techniques as well as the materials employed at each center with those employed at the other three participating centers.

4. To assess the cost effectiveness of continuing to use this recruitment approach in the future.

Process

First, key project staff, certificated of classified were identified at each site. Staff members consulted with current students and staff, community leaders representatives of community, civic and religious groups and specific methods and techniques for recruitment at each site were determined.

Next, promotional materials directed to meet the needs of each target population were prepared. The numbers and ethnicity of persons contacted as well as the methods, techniques and materials used were documented. In addition, the needs and goals of persons contacted and referred were also documented with the numbers and ethnicity of students enrolled in specific programs and locations.

The data from each site was then collected, analyzed and compared with a followup retention study conducted. The information was summarized resulting in conclusions and recommendations. Information on the project was disseminated to district staff, with a full report presented at the CBAE Conference.

Outcomes

Due to the recruitment efforts at all four sites, significant increases in emoliment occurred. The minimal projected growth at all four sites for the year was 100 units of additional Average Daily Attendance (ADA), which resulted in approximately $120,000. The investment of less than $4,000, therefore, resulted in approximately $120,000.

Bilingual staff who resided in or were familiar with the target community proved to be most effective in recruiting students for ESL classes.

It is difficult to document that all of the growth was due to the recruitment effort. Comparison of district-wide data, however, supports the assumption that this project was a major contributing factor to the resulting growth.

Bilingual staff (certified or classified) who resided in or were familiar with the target community proved to be most effective in recruiting students for ESL classes. Former students were even more effective in recruitment efforts. Contacts with community leaders, especially those representing particular ethnic groups and neighborhood churches, were especially helpful. Current and former Adult Basic Education (ABE) students also proved effective recruiters in contacting this target population.

Informal surveys of adults who were contacted indicated they were satisfied with the current instructional delivery system. A summary of programmatic needs indicated there is a need to:

- provide classes in specific areas of instruction designed for a target population in areas such as nutrition and ESL for senior citizens.
- serve students in their own communities and neighborhoods
- provide short-term focus classes such as ESL for Driving
- provide alternative scheduling such as Saturday morning classes

Profiles of new students entering ABE and ESL classes at the four sites indicated that approximately 65 percent had employment-related goals; 20 percent had general life coping skills goals and 15 percent had other goals.

The major value of the project reports by all four sites was to help the site respond more effectively to the needs of the community. Agencies became more aware of the sites and the educational services provided. In addition, better connections between sites and community agencies were established.

Because of the funding provided for "An Evaluation of Targeted Recruitment for CBAE," data was collected to enable ABE/ESL resource staff members to document the benefits and cost effectiveness of a recruitment effort. Consequently, sites throughout the district have allocated funds in 1985-1986 for recruitment.

Developing and Implementing A Self-Assessment Model

Carmela Gold, Betsy Portaro
YMCA Refugee Services

Needs Statement

Due to limited funds and staff cutbacks, no staff time seemed available to evaluate the existing English as a Second Language (ESL) program. Since evaluation is vital to ensure a strong program, funding to develop and implement a self-assessment model was requested.

Goals and Objectives

1. To develop an evaluation committee.
2. To determine what questions will be asked.
3. To explore existing evaluation tools and evaluate their suitability.
4. To develop a program-specific evaluation tool.
5. To conduct the evaluation.
6. To evaluate the process.
7. To report to appropriate persons and agencies.
8. To make program changes based on the results obtained.

Process

In "Developing and Implementing A Self-Assessment Model," the evaluation team first held a brainstorming session. Questions raised were grouped into general content categories: students, staff, curriculum, relationships with other agencies, program history and future directions. The original questions presented were edited to 25 potential evaluation items. Through a group needs assessment process, the final evaluation questions were selected. Staff members agreed on a timetable and responsibilities were assigned.

Students, teachers and staff members evaluated the program based on questionaires developed by the agency. The student interviews were conducted in the native language. Community agencies and available volunteers were interviewed as well concerning their needs and recommendations.

Outcomes

Students reported problems with English outside the classroom. Consequently, input from students has become an important feature of the cultural orientation classes and will serve as one mechanism to keep the curriculum vital and relevant.

A new philosophy statement addressing the general program needs, its bilingual aspects, life skills reading approach, competency-based design and cultural adaption component was drafted.

The most valuable aspects of the evaluation for long-term program benefits were the process and framework of the evaluation.

Three curriculum areas were rated most important by literacy students: Telephone use, emergencies and health and hospital.

By reviewing program history, class size, the cultural orientation component and the need for a paid volunteer coordinator are areas of importance in future planning for literacy programs.

In addition, staff evaluation procedures will be revised to include a self-evaluation period prior to evaluation by a supervisor.

Success of the project was, in part, due to:

- Assigning a coordinator to keep track of assignments, meeting, timetables, and to compile information and assume the major responsibility for writing the report
- Involving every member of the staff in evaluation
- Involving students in the evaluation
- Sharing the responsibilities among members of the evaluation team

The most valuable aspects of the evaluation for long-

term program benefits were the process and framework of the evaluation which, in addition to the program specific benefits, can be used in developing a self-assessment process that can be used again.

Empowering Students Through Teaching Democratic Processes

Barby Ulmer, Marilyn Day, Mary Lou Kennelly, Sheila Lunny, Julie Delahunty, Gladys Stark, Gwen Freeman
Santa Clara Adult/Community Education Center

Needs Statement

English as a Second Language (ESL), Adult Basic Education (ABE) and high school diploma students often come from cultures in which the concept of democratic processes is limited or unknown. Because of this lack of knowledge, they are sometimes unaware that they can determine how circumstances can affect them or that they can and should make informed choices. Through a real-life decision-making process, students can develop respect for each other and for the roles they and their fellow students play in reaching decisions through discussion, meaningful voting and consensus. The need is to help students learn to make decisions, not merely become followers or victims of persuasion.

Goals and Objectives

1. To provide teachers with the tools to build students' self-image and appreciate culture diversity.

2. To teach students to:

- give and receive compliments appropriate to U.S. culture and to understand the role of compliments in our society.
- appreciate cultural differences in this regard
- learn roles people play in discussion and learn to speak up, present an opinion and support it
- experience and analyze a discussion with a meaningful focus
- learn how body language is understood in the U.S.
- learn phrases for encouraging another to participate and how to give one's opinion in a tactful way
- use phrases of persuasion
- brainstorm without responding and categorizing results of brainstorming
- move from discussion to voting and analyze whether voting was meaningful

Process

Six ESL teachers from three adult school districts (five school sites) plus a unified school district representative attended three workshop sessions ranging from 1-1/2 to 2 hours each. During these workshops, the curriculum for Empowering Students Through Teaching Democratic Processes was introduced, demonstrated, revised and expanded. A teachers' guide was also developed.

Each of the six teachers field-tested the curriculum and evaluated the curriculum based on:

- the degree to which students achieved the stated goals and objectives
- students' perceptions of its effectiveness
- teachers' perceptions of its effectiveness
- teachers' interest in continued use of the curriculum

The processes were demonstrated three times and involved 185 students in seven classes.

Outcomes

Observations indicated that students demonstrated a higher level of self-confidence and improved self-image. They also became more involved as active participants in decision-making processes. Both teachers and students rated the curriculum materials highly and evaluated the process positively. Teachers expressed an interest in continuing to use the curriculum and in demonstrating the process to other members of the instructional staff in their districts.

English for the Older Adult

Virginia Casady
Glendale Community College

Needs Statement

There is a lack of textbook materials for the older limited English proficient student. Most instructional materials do not accommodate the special sensory deprivations associated with aging.

Goals and Objectives

The ultimate goal was to plan, produce and field-test a short (50-75 page) textbook entitled English for the Older Learner. This special textbook will address the special needs of the elderly limited English-speaking adult by:

1. Providing core materials for competencies that the older adult needs or has interest in, thus stimulating English acquisition.

2. Accommodating the physical changes of aging by providing larger print, simplified and open layouts and a minimum of written instruction.

3. Allowing additional time for new concepts to be assimilated.

4. Adapting to different learning modes through the use of a large variety of stimuli.

Process

Materials were created for use with older students having limited vision during spring, 1984. The class was entitled "English for the Older Learner." Additional materials were created in response to student interest areas.

In the fall of 1984, the class used only prepared materials created in conjunction with this grant. A grammatical model, rather than a life skills model, was designed to be of interest to the older learner. The artwork was large and clear and the layout was uncluttered for those with diminished vision. Oral approaches were used first, then the text was used by pairs of students.

The artwork was large and clear and the layout was uncluttered for those with diminished vision.

Students and instructors were surveyed regarding the visibility and relevance of the materials. Students were also asked to identify the parts of the book they liked best. An 84-page beginning ESL text for older learners was created as a result of this project.

Outcomes

Students commented that they liked the conversation, pictures and exercises the most with the visibility and relevance of the material rated favorably. There were no negative comments received. The textbook developed as part of this mini-grant would be useful for other beginning ESL classes comprised primarily of older learners.

ESL Exit Level Tests

Sylvia Ramirez, Kathleen Rippberger, Aiko Stanton
Mira Costa College

Needs Statement

An assessment system was needed to promote students through the English as a Second Language (ESL) program's four levels — orientation, beginning, intermediate and advanced — based on demonstrated proficiency according to clearly stated exit criteria.

Goals and Objectives

1. To develop one reading test for each program level from the California Student Assessment System (CASAS) Item Bank based on exit criteria established by input from staff and students.

2. To collaborate with two neighboring agencies which are also producing exit level tests to identify common exit competencies among district.

Process

In developing the assessment system, the assessment team prioritized competencies for each level and attended a CASAS test construction workshop. Students in the program were evaluated and their results were compared with the assessment competencies. Four exit tests were then constructed and field-tested — one for each ESL program level. Each test was fielded on the next highest level (orientation was fielded on beginning, for example). Based on the analysis of the data collected, the tests were revised. The tests were therefore used to determine if a student would be promoted to the next level.

Outcomes

Although instructors generally indicated the tests looked too difficult, students generally performed well. The group participating in the field test sample had an 80 percent accuracy rate. Individual items were analyzed and questions missed by more that 50 percent of the students tested were replaced. Grammer items were field-tested separately and were then added to the exit level tests.

Little correlation of competencies occured among the three districts which validated the Item Bank approach to building tests.

The exit level tests have proven to be an effective tool in moving students through the four program levels. The test needs to expanded, however, to include oral and written components.

Evaluation of a Process to Provide CBAE Orientation and intake of ESL Students

Leann Howard, Marilyn Tom
San Diego Community College District

Needs Statement

During the year 1983-1984, approximately 20 percent of the English as a Second Language (ESL) students who enrolled at East San Diego Center attended class for only one or two sessions. This high dropout rate pointed out a need for an improved orientation and intake process. The development and use of a slide-tape presentation would be an effective way to reduce the number of students who drop out after a limited time. The presentation would provide students with an overview of the registration and placement process and a description of the interactive/student involved ESL instruction program.

Goals and Objectives

The goal of this project was to evaluate whether the addition of a native language orientation to the district's intake process for the competency-based ESL program would reduce — by at least 10 percent — the number of students who drop out of the program after an initial attendance period. This presentation was expanded to inform students about on-site vocational and self-improvement classes that they can take after attaining proficiency in English.

Process

An on-site contract ESL instructor who had a background in slide photography and experience working on previous curriculum projects was assigned to rewrite a rough draft of the script. In addition, this individual was responsible for conceiving ideas for slide subjects, shooting photographs, editing slides, previewing narration and slides with the assessment center staff and bilingual aides and to coordinate and set up the taping of the narration with bilingual instructional aides.

Outcomes

Initially, the slide-tape program was intended to be used with each incoming student in the assessment center. Due to limited and overcrowded space, however, this format was not practical. Film strips were made from the slides and each new student viewed the presentation and listened to the narration in his or her native language using an individual cassette-film strip viewer and headset.

A study of the comparison of retention relates of students who have viewed the orientation/intake program to those who have not is in process. Data will also be compiled as to how many students view the program, how many of this number return to the assessment center for further counseling/placement and how many of this number remain in the program for an extended period. This information will be used to determine if the drop out rate of students who participate in an improved and more comprehensive intake process is actually reduced.

The goal of this project was to evaluate whether the addition of a native language orientation to the district's intake process for the competency-based ESL program would reduce—by at least 10 percent—the number of students who drop out of the program after an initial attendance period.

After viewing the program, project personnel determined that the cassette film strip program could also serve as an orientation to new staff of the district's competency-based approach to ESL instruction as well. The presentation can introduce new staff members in assessing student needs, targeting instruction in specific tracks of instruction based on those assessed needs, and moving students into other components of the district's program after becoming competent in ESL. The film strip will be made available at the ABE/ESL resource library for viewing.

Government and Law Lessons for ESL Students

Lane McKeever, Karen Jones, Holda Dorsey
La Puente Valley Adult Schools

Needs Statement

A lack of English as a Second Language (ESL) materials in goverment and law hampered the competency-based life skills curriculum.

Goals and Objectives

To provide students with vital information on the U.S. government, 21 lessons on various aspects of the U.S. Government will be created. Materials will be developed at three levels of proficiency and all materials will emphasize

a specific skill such as reading comprehension, listening and speaking.

Process

The personnel involved in this program met over a five-month period to review existing materials and to write the lessons. The materials were then field-tested by teachers and students of ESL at four adult schools. Teacher evaluations were completed at each site after the material was used.

Outcomes

At the end of the project, a total of 21 U.S. Government lessons were completed with materials available at three levels of proficiency emphasizing specific skills:

- Level One materials have four readings with comprehension activities, one listening lesson and one speaking lesson.
- Level Two materials have four readings with comprehension activities, four listening lessons and one speaking lesson.
- Level Three materials have four readings with comprehension activities, one listening lesson and one speaking lesson.

The readings cover: 1) Introduction to United States Government; 2) The Legislative Branch; 3) The Executive Branch; 4) The Judicial Branch.

A review of the teacher evaluations indicated:

- The teacher instructions need more detailed explanation;
- The vocabulary lessons in Level 3 were too difficult; they need revision;
- Some of the readings need to be edited;
- In general, the materials were well received and very useful

Instructional Materials for Functionally Illiterate ESL Students

Catherine Buck Montoro
Glendale Community College

Needs Statement

In English as a Second Language (ESL) classes serving nonliterate students, there is a need for beginning reading materials that are mature both in appearance and in content that allow students to identify with people and situations. These materials also need to be practical for students to use in independent study, in pairs, or in small groups to allow beginning readers some degree of independence and to free teachers to work with those students who have special needs.

Goals and Objectives

1. To develop a 50-75 page text, consisting of 15 lessons and an accompanying teachers' guide designed for non-literate and semi-literate students in beginning ESL classrooms.
2. To field-test the text in a minimum of two classes in the local district.
3. To revise the text and make it available for use.

Process

To allow students to identify with people and situations, the material was designed to focus on "experience stories" based on the actual experiences of three adult students enrolled in the program. Lessons were developed keeping language simple (present and present continuous tense only); using large type and limiting the amount of text per page; using photographs of students to enhance the context. In addition, the maturity and personal importance of the content as well as continuity between chapters must be assured.

The material was designed to focus on "experience stories" based on the actual experiences of three adult students enrolled in the program.

Each lesson was tested in two separate classes with different student populations. The lessons were revised based on results of initial testing. Testing in additional classes resulted in a final revision.

Outcomes

A 100-page text, consisting of 10 chapters and a brief teachers' guide was developed. The length of the text was longer than originally intended, with fewer chapters. The teachers' guide was shorter than anticipated. A greater number of photographs was used as well.

Of 36 students who formally evaluated the materials, all said the materials helped them to read and liked the book. Eleven said the difficulty level was "okay," 17 said "easy," and 8 said "hard." Most students responded favorably to the similarity between the experience stories presented in the text and their own lives. Students in a special literacy class responded favorably to the continuous story approach providing depth of context rather than a disjointed jumping between topics as is the case with published texts.

Field-testing the materials resulted in the following results:

- Use of large type was unsuccessful due to insufficient distinctions between tall and short letters.
- Close exercises should be based word-for-word on readings to minimize confusion.
- Students should not be asked to read materials which they cannot understand in spoken English.
- The teachers' guide should be expanded to enable students to work more independently.

Microcomputer Software Articulation Project

John Fleischman, Rita Rippe, Pat Grimm, Julie Wright, George Sisiecki
Hacienda La Puente Unified School District
Correctional Facilities Program

Needs Statement

The Microcomputer Software Articulation Project was initiated to resolve several apparent and substantial needs pertaining to the application of microcomputers for Adult Basic Education (ABE). The primary needs identified were as follows:

1. Adult education agencies lack the necessary resources to adequately evaluate microcomputer software prior to purchasing.

2. No concentrated effort currently exists to correlate existing software to CASAS competencies.

3. ABE agencies should make a more concentrated effort to acquire microcomputers and use them with ABE students. Without computer awareness skill and hardware familiarity, ABE students may become handicapped in performing basic living skills that use computers.

4. Most of the software currently in use in ABE classrooms was not specifically designed for adults. Computer courseware developers do not query ABE administrators or instructors in the process of developing software.

Goals

1. A total of 50 microcomputer programs will be evaluated for specific enabling and life skills and correlated to CASAS competencies.

2. At the conclusion of the project, a software evaluation form will be developed for use by ABE agencies to adequately evaluate and integrate new software into competency-based programs.

3. For a period of three months after the completion of the project, information gathered regarding software evaluations will be made available to interested 306 providers.

Process

Personnel involved in this project were selected based on criteria such as interest in applying microcomputers for ABE, experience in using micros for computer-assisted instruction, experience with CBAE and a continuing commitment to use software evaluated in the ABE classroom.

All of the instructors involved in the project have at least two years' experience in using microcomputers in the classroom. Training provided for instructors included specific methodologies for evaluating software, e.g., types of computer programs (simulations, tutorials, educational games, etc.), computer peripherals and their functions, educational value criteria and program design characteristics.

One of the most rewarding results was the immediate merging of evaluated software into the existing CBAE curriculum.

The primary project activities were the evaluation of professionally developed commercially available software. Software evaluated was not for any specific type of hardware. Rather, the determining criteria was the appropriateness of the software for ABE instruction.

Outcomes

A total of 46 evaluations were completed. The original objective called for 50 programs to be evaluated. Difficulty in obtaining publishers' samples was the primary obstacle in totally achieving this objective.

An evaluation device for rating and determining appropriateness of software went through several design stages. The final copy was simplified enough to be easy to use yet still to maintain the integrity as a viable rating instrument which could be used by other adult education agencies. The form is well designed and appropriate for use by other adult education programs contemplating acquisition of computer software.

One of the most rewarding results of this project was the immediate merging of evaluated software into the existing CBAE curriculum. More than eight of the reviewed programs have been incorporated into the basic education or high school completion programs. Providing teachers with the opportunity to review software and then to determine where it can best fit into the curriculum made this project an extremely worthwhile endeavor.

Obtaining Applied Performance Testing for ESL Students

Helen McCully, Mary Jean Smith
Neighborhood Centers Adult School/Oakland Unified School District

Needs Statement

At a class site where each teacher has a full class and no aides are available, there is no way to evaluate students' mastery of life skill competencies other than by paper and pencil tests. Individual or small-group testing in a simulated real world setting is therefore necessary, either within the school or in the world outside the classroom.

Goals and Objectives

1. To develop applied performance tests to focus on three competency content areas: Community Resources, Health and Occupational Knowledge with six levels of difficulty to match six levels of classes at the project site.

2. To administer tests to approximately 200 English as a Second Language (ESL) students.

3. To use volunteers who are neither ESL professionals nor bilingual as testers simulating the real-life demands of the world outside the classroom.

Process

Six teachers individually prepared a test suited to the level of their individual classes, including the necessary realia in two different competency areas. Tests in the two different competency areas were administered at two different times — the first on Community Resources and the second on Health. The results of the tests were summarized. Teachers wrote descriptions of each applied test on a standard form and these were placed in a resource file.

Outcomes

A total of 187 students participated in one or more stations of the applied performance tests. Test stations were developed on levels of difficulty, with students in higher level classes completing more stations than those in lower level classes.

A test station with only written directions revealed that students had a better command of reading and writing than of speaking and listening. Testing took more volunteer time and teacher planning time than anticipated. In the Health component, a simple vision test revealed actual student vision problems. Student attendance was good on days the tests were administered. Teachers learned how to develop instructions for testing and how to clarify evaluating procedures for use by volunteers and other teachers.

Small-Group Study Trips

Elizabeth Leite
Mt. Diablo Unified School District

Needs Statements

Beginning language students, especially refugees, need the most intensive language program possible in order to gain rapid access to health care, public and private transportation, housing and employment. Most cannot afford to devote many terms of study to language acquisition. These students need to be taken beyond the confines of the classroom into the community to practice competency skills introduced at school. To maximize the value of that experience, a totally supportive situation must be created where the instructor guides and assists the student supplying positive reinforcement, promoting transfer of linguistic structures and thus enhancing self-confidence.

Goals and Objectives

1. To promote successful practice in competency-based material. Students will complete a simple task constructed by the instructor to allow the greatest success rate. All tasks will involve speaking to and comprehending strangers.

2. To create opportunity for reinforcement and transfer. Students will complete a task which requires similar language to that presented in the classroom but will be forced to fit a new context — such as dialogue necessary to exchange a garment or to return a malfunctioning tool.

3. To evaluate the applied performance of life skill competencies. The teacher will assess and record each student's performance on a scale of 1 to 10, noting ability to understand and carry out directions, success of communication and completion of tasks, ability to understand other English speakers and to be understood.

Process

Competency priorities were determined which would meet the immediate class needs. These priorities centered mainly around Consumer Economics and Health objectives. Six small-group study trips were conducted commencing after seven weeks of instruction. Each trip included the teacher and approximately three students with different native languages. The same substitute teachers taught the class on site during all six excursions, and students were not forewarned of the trips.

The small groups visited various shopping malls and entered one or more sites including drug and variety stores, a bank, a bakery and a restaurant.

Students were assigned the following tasks:

- Deciphering signs and identifying types of stores through group discussion.
- Ordering meals and making bakery purchases through a free response-verbalization technique.
- After orientation inside the store, drawing previously prepared tasks from a paper bag. Typical items read, "I need a toothbrush. I can ask the clerk for help" or "I have a stomach ache. I want some medicine. I need to ask the pharmicist." The student would read the item silently, discuss it with the teacher or with the group, find the clerk, request assistance and locate the item.
- Completing a worksheet at the larger shopping mall. The worksheet listed items such as, "I need to buy some make-up. Make-up is found in the _____ store."

Outcomes

The small-group study trip proved a perfect vehicle for providing successful practice in competency-based material. Even the most timid and limited student became involved with the procedure and appeared to enjoy the experience. A majority of the group instruction ensued with each individual event, and thus the language experience extended beyond the narrow mechanism of the objective.

The study trip proved an excellent opportunity for reinforcement because success was immediate. An unanticipated effect was that students had specific needs for articles that they were unable to name but could communicate through mime or with limited vocabulary. The verbal description was supplied and the item located.

The small group student trip proved a perfect vehicle for providing successful practice in competency-based material.

In addition, the small-group study trip became an excellent evaluation tool for student abilities as well as the instructional program. Certain discrepancies in language acquisition appeared. For example, some students could verbalize their needs but not understand spoken English. Some could read the task but could not make the initial necessary verbalizations. Some could speak but could not comprehend oral directions. Documentation of these uneven abilities resulted in alteration of classroom instructional methods.

An unexpected outcome of this program was publicity for the Adult School program in the local newspaper. A front page article was printed as a result of an invitation extended by the teacher to have a reporter accompany the group on a study trip.

Store and Shop Simulations

Rosemary Moran, John Basor, Jim Eachus, Joan Rost
Pajaro Valley Unified School District

Needs Statement

In the teaching of Competency Based Adult Education (CBAE), the need to evaluate the effectiveness of classroom simulations was identified.

Since students do not necessarily do well on a paper and pencil test, it became necessary to develop another method of testing. The testing should match the Life Skills Curriculum; be easy to use; be cost effective; and able to be administrated by a variety of personnel.

Goals and Objectives

1. To evaluate the simulation techniques using realia for immediate feedback on learning — play money, mock objects, etc.

2. To assess student learning by their performance in simulated and real situations.

3. To develop check lists for use by students, teachers, professional evaluators and store managers.

4. To design a kit to help teachers implement the life skills competencies from the CASAS Consortium that can be used over and over again.

Process

First, students studied the competencies in their classrooms. Then, a simulation and performance evaluation was conducted. Field trips to the competency testing sites were coordinated and conducted with the results evaluated.

For example, the teacher has students cut and paste pictures of objects from catalogs and advertisements related to the competency to be taught on construction paper. The teacher labels and prices items, when necessary, with teacher-student interraction generated.

The need to evaluate the effectiveness of classroom simulations was identified.

Realia is gathered so that tables can be set up with different functions and students receive packets of items for their roles. Each student goes through a simulated area performing the appropriate activities. Roles can be changed to provide a variety of experiences. Repetition of

simulations can be held which was desirable for students.

A field trip to an actual restaurant or shop is arranged when students are prepared to demonstrate what they've learned. They also take a pre- and post-test after simulation and after the field trip. Games and activities reinforcing the vocabulary to be learned and practiced can be used before and after the simulation.

Outcomes

Students, professional evaluators, community workers and site managers completed check lists. Then, the results were compiled and evaluated with the assessments transferred to graph sheets to illustrate the degree of student growth in specific areas.

Teacher Resource File for CASAS Competencies

Jean Cone, Pat Montelone, Vicki Moore
Alhambra Adult School

Needs Statement

Teachers in the Alhambra School District found it difficult and time consuming to either find or make materials to teach specific competencies required by the district. The idea of a centralized location in which to store and share materials created by the teachers would be instrumental. With a central location, the materials could be organized according to specific competencies in a simplified form. In addition, a fully developed system would encourage teacher contributions so that the collection of materials would continually expand.

Goals and Objectives

1. To create a centrally located resource file for materials specifically related to the California Adult Student Assessment System (CASAS). Labeled folders for each competency identified as required or optional by the district (137 total) would be available.

2. To develop nine folders in one of the five life skill areas containing all comprehensive information from related books, audio-visual aids and teacher-made materials. Each of the nine folders would contain a minimum of five items.

3. To make materials in the folders easily accessible and easy to use. A color coded index, coded competency labeled folders, clear instructions on how to use the file and descriptive labels would be found on the back of folder items.

4. To create an easy system that would encourage teacher contributions.

Process

A team of three teachers met to discuss and compile the materials in the file. If items related to more than one competency, the applicable competencies were noted on the label and appropriate materials were placed in each of the related folders. A few folders were created to aid the users of the file. The "Methodology" file, for example, contained suggestions for teaching Live Action English Sequences and for teaching with the CASAS Starter Kit visual aids and lesson plan cards.

Outcomes

Materials were placed in every folder in the area of consumer economics with most folders containing more than five items. Even though folders were color-coded according to district designated student levels, materials reflecting all levels of ability were found for most competencies and included in their respective folders. This demonstrates the preferability of a cyclical presentation of the competencies rather than adhering to a rigid designation of certain competencies to be taught only at certain ability levels.

Training CBAE Volunteers

Ellen Israel, Shirley Honore
Fremont Union High School District, Adult Education

Needs Statement

Fremont Union High School District Adult Education has used volunteers as tutors in the past and plans to continue this in the future. The staff has implemented Competency-Based Adult Education (CBAE) but realized that if volunteers are to be used effectively, they need training in CBAE as well.

Past experience shows haphazard initial contact with volunteers. Volunteers receive little or no guidance, instruction or structure which results in less than ideal tutoring and a low retention rate of volunteers. By having staff members explain the theory of CBAE, share objectives and monitor volunteer tutors, students could receive quality instruction in life skills from trained personnel.

Goals and Objectives

1. To train volunteer tutors in CBAE theory and processes to provide improved instruction to students.

2. To improve the volunteer retention rate.

Process

Teachers were initially surveyed regarding their interest in working with volunteer tutors. Former volunteers were assessed to determine training needs of new volunteers. A volunteer training packet was written that included school information and background facts on the CBAE process.

Next, an ad was placed in the school brochure for volunteers. Volunteers were oriented to the program through a training session and in classroom and tutorial observation. Volunteers were placed and monitored individually by teachers or the project leader, with release time provided for the teachers. Observations were discussed with volunteers. The training and supervision was evaluated by volunteers responding to an unsigned survey. Specific tutors were invited to serve as mentors for the next group of volunteers.

A volunteer training packet was written that included school information and background facts on the CBAE process.

Outcomes

Three teachers expressed an interest in using tutors. The process initially began with three volunteers working with approximately 18 students. Each volunteer assisted the same six students every week.

Tutors, following guidelines from instructors, conducted practical communicative and transferable conversations based upon life skill competencies with students. Former methods included drilling, parroting and memorizing from textbook conversations which were rarely meaningful or transferable to real life. All three volunteers agreed to allow tutors-in-training to observe them.

Using CASAS Tests to Assess ESL Instructional Techniques

Allen L. Coleman
Sequoia Union High School District

Needs Statement

The Sequoia District Adult School conducts 15 to 20 competency-based English as a Second Language (ESL) classes at beginning and intermediate levels. However, there had been no system for correlating test results for these classes and using these correlations to evaluate the effectiveness of instructional techniques and materials.

Goals and Objectives

The goal of this mini-grant is to use California Student Assessment System (CASAS) post-tests and locally developed placement tests to evaluate techniques and materials effectiveness for the general ESL population.

Process

Teachers were initially given a methods and materials questionnaire and briefed on its use. Topics presented in the questionnaire included:

- Content — vocabulary, structure/grammar, life skill competency
- Basic Skills — speaking, listening, reading, writing
- Methods of Assessing Student Competency — written and oral tests, performance test or role play
- Learning Focus — teacher presentation, student pair work, small group work, individual student work, teacher/student dialogue.
- Materials — lifelines, supplemental vocabulary, competency materials, reading/stories, games, cultural materials, and more.

Students entering in September completed one or more of the district placement tests to determine their competency and class levels. In September/October, CASAS reading pre-tests were given. In December/January, CASAS post-tests were given to students completing at least 100 hours of instruction. District placement tests were also given to students who had completed a class and wished to enroll in the next level.

The goal is to use CASAS post-tests and locally developed placement tests to evaluate techniques and materials effectiveness for the general ESL population.

In January, the project director identified the sample of 101 students who: were enrolled in single level classes; used the "Lifelines" series as a basic text; took pre- and post-CASAS and/or district tests; attended over 50 percent of the class meetings; neither transferred more than one sequential level between tests nor scored out of accuracy range on the post-test; and were not repeating the level tested.

All test scores were rechecked and teachers' records were reviewed to determine student completion of in-class competency "unit tests." Scale change scores were

computed for the CASAS pre-/post-test and then grouped and ranked by three different methods:

1. average score by class

2. class score distribution by the median score for all classes

3. class score distribution with respect to the lower, middle and upper thirds for all classes.

District placement test scores were scaled to reflect the differences in the amount of material covered by the 15, 6 and 4 hours/week classes. Then, change scores were grouped and ranked the same as the CASAS scores. Correlation between CASAS and district placement tests was checked by comparing the scores of the 22 students completing both sets of tests. A comparison was also made of the similarities and differences among the 14 profile summaries. Those showing the greatest degree of similarity or difference were then grouped together.

Outcomes

The results of this evaluation process showed that the methods and materials used in competency-based beginning ESL classes can be directly compared with student achievement scores. The methods and materials used in the higher-ranking classes differed markedly from those used in the lower-ranking classes. These methods and materials are not classroom-specific, but may be used in different classrooms under different conditions.

Using Volunteers for Applied Performance Testing

Carol Orr
Oakland Public Schools

Needs Statement

A need to increase the knowledge and ability of English as a Second Language (ESL) teachers and aides and to prepare them to conduct applied performance tests was determined. In addition, there is a need to increase the number of students receiving such tests and to increase the number of occasions for testing. The pilot testing program will be a key component, providing examples of tests, techniques, student responses, problems, solutions and record keeping.

Since classes in the Oakland Public School District often have more than 30 students present with no paid aides available, teachers need trained volunteers to conduct applied performance tests of students' mastery of life skills competencies taught in the classroom.

Goals and Objectives

1. To provide a minimum of two applied performance tests for approximately 250 students each month.

2. To develop a bank of appropriate applied performance tasks, including materials for beginning, intermediate and advanced level ESL students, based on the life skills objectives of the school.

3. To train eight volunteers to assist teachers with applied performance tests and record keeping.

All personnel praised the applied performance testing with volunteers as educationally beneficial for the ESL students.

4. To provide staff development for at least 20 ESL and Adult Basic Education (ABE) teachers about developing, using and keeping records of applied performance tests as one means of evaluating students' mastery of teaching units.

5. To provide coordination of testing schedules, teacher/tester conferences, testing locations materials and record keeping activities of three volunteers with at least nine teachers.

6. To implement at least two "total experiences" in a simulated setting for testing, through performance tasks, several competencies to approximately 125 students in beginning to advanced ESL classes.

7. To evaluate the practicality and benefits of using volunteers for applied performance testing.

Process

Testing focused on instructional unit tests of the three content areas described below. The large majority of the tests were conducted in the site's hallways which were set up to simulate a medical clinic or employment office, etc.

- **November, 1984 — Community Resources**

  A total of 163 students took one test as developed by their teachers and administered on a one-to-one basis by one volunteer tester and the coordinator. The testers wrote comments for teachers about students. Teachers, the coordinator and the volunteer met for evaluation of the process afterwards. Good suggestions for improvement resulted.

- **December, 1984 — Health**

  Total experience test was administered by five volunteers and the coordinator to 187 students

during three morning sessions. Each teacher wrote one applied performance test suitable for a specific level. All students could try as many levels or stations as they were able. Each test was on a one-to-one basis in a simulated medical clinic set up with appropriate props and realia provided by the teachers and coordinator.

- **February, 1985 — Health**

  A two-station test for two beginning level ESL classes. Each teacher wrote one test, but all students attempted both stations of a simulated medical in-take station. Two volunteers tested 35 students during two hours.

- **March, 1985 — Employment**

  Total experience tests administered by six volunteers to 188 ESL students during four mornings. All students performed at least one test while advanced or able students progressed through two to six different stations, ranging from simplified employment applications to mock job interviews.

Outcomes

All personnel — including teachers, volunteer testers, coordinator and students — praise the applied performance testing with volunteers as educationally beneficial for the ESL students.

Student Response

Many students expressed approval of applied performance tasks. They liked the testers and appreciated the opportunity to communicate with Americans other than their teacher. They did not express reluctance to perform for strangers. A small number said they liked one applied performance test, but did not want to do more.

A total of 187 students participated in one or more stations of the applied performance tests.

Volunteer Response

All volunteers liked working with the ESL students. Seven of eight expressed approval of applied performance testing in general and considered it useful for the students. Six of eight were willing to return for more than one testing session. Some considered the schools' hallways noisy, cold, dark and a poor environment for testers and students.

Teacher Response

Teachers were enthusiastic about the benefits for students — both the evaluation of the classroom learning and as motivators to concentrate during classes. Testers other than teachers were considered very important for efficient management of applied performance testing. All praised volunteers as testers. Several teachers not involved in mini-grants expressed interest in doing such testing. A majority of the teachers involved in mini-grants believed total experience testing was too time consuming for teachers in planning and set-up to be used on a regular basis. Applied performance tests conducted for one class for one competency at one time, was not interrelated with other classes or total experience, and was considered easier to conduct.

Coordinator Response

Coordinators considered the project successful and to the students' benefit. It was successful in raising awareness among teachers of educational benefits in applied performance testing. Volunteer testers were considered capable, cooperative and helpful to both students and teachers.

Providing an orientation and specific, detailed, written instructions for volunteers was vital with time for discussion and evaluation for volunteers and teachers useful in improving testing. Volunteer testers considered the physical environment important.

It was difficult to maintain a cadre of trained testers, as many volunteers disliked an ongoing schedule. Receiving a small stipend for parking or transportation expenses was important for volunteers. Appointing a volunteer responsible for coordinating volunteers was useful.

Teachers were successful in developing applied performance tests appropriate for their students' ESL levels; tests that evaluated real life skills. As a result of this project, 20 applied performance tests were developed and collected for future use. The total experience testing as performed for this project, however, needs to be simplified to increase teacher participation.

Validation of ESL Placement Procedures

Gretchen Bitterline, Karen Eckhart, Nancy Hampson, Autumn Keltner, Joan Meier, Lana Montgomerey
San Diego Community College, Continuing Education Centers

Needs Statement

The San Diego Community College district conducts a large multisite program. The size of the program varies from one to six levels from site to site. In the past, criteria for placement of students into levels and advancement to the following levels of instruction have varied with little uniform assessment of the functional proficiency of English as a Second Language (ESL) students.

No effective instruments for validating district-wide placement procedures or for evaluating functional proficiency of ESL students had been identified.

Goals

1. To validate current placement procedures in ESL classes and the criteria for moving students from level to level.

2. To evaluate the functional proficiency of students at each level of instruction in order to assess the appropriateness of the curriculum at that level.

Objectives

1. To implement four level exit tests for the orientation, beginning, intermediate and advanced levels of instruction. Tests will be based on criteria for completion of each level.

2. To determine to what extent a passing score on each level exit test is an accurate prediction of success in subsequent levels of instruction.

Process

First, key competencies to be measured at each of the four levels of instruction were identified. Then, the appropriate rits of difficulty were identified as critera for choosing items for each test. The format of each of the tests was determined, with each test to include reading, listening, structure and applied performance items. The four level exit tests were written, section by section. Reading items and some of the listening items were pulled from the CASAS Item Bank.

Separate sections of each test were field-tested in 45 classes in the district, with test results correlated for each class with CASAS pre-and post-testing results to verify levels. Test results were then used to revise sections of the tests. Four complete level exit tests were compiled and field tested in approximately 10 classes.

Outcomes

The four exit tests completed are:

1. Orientation Level Exit Test with 15 reading items, 15 listening items and 2 applied performance items.

2. Beginning Level Exit Test (Level A Exit) with 10 reading items, 10 listening items, 10 structure items, 2 applied performance items.

3. Intermediate Level Exit Test (Level B Exit) with 10 reading items, 10 listening items, 10 structure items, 2 applied performance items.

4. Advanced Level Exit Tests (Level C Exit) with 10 reading items, 10 listening items, 10 structure items, 2 applied performance items.

Prior field-testing of each test section provided data on how students scored in each of the skill areas. Students generally performed better on the reading sections that on the listening and structure sections. After recent revisions in those two sections, the scores were more consistent. Performance outcomes on the individual field tests were as expected.

Final field testing of the entire test levels is in process. Initial results show that the majority of the students should have scored 80 percent or better on the Level A exit and those who are ready to exit to the Advanced Level should have scored 80 percent or better on the B Level exit, which the results confirmed.

This assessment will facilitate the on-going advancement of students in the district's open entry-open exit program.

Ideally, students who score 80 percent or better on the Level C exit test should pass the Mesa College Placement Test since it predicts readiness to function well in college level English classes. Limited results suggest that a score of 70 percent or higher on the Level C Exit Test may serve as criteria for exiting the Advanced ESL classes in the Continuing Education program and entering the College Level ESL classes.

Instructors will administer the level exit tests to individual students to determine if they are ready to enter the next level of instruction. This assessment will facilitate the on-going advancement of students in the district's open entry-open exit program. A score of 70-80 percent on the level exit test will not only qualify the student to enter the next level, but will also verify proficiency in the competencies measured by each level exit test.

Video: How to Design and Implement Effective In-House Staff Development

Laura Keller, Birgit Boklund, Marianne Dahl, Shirley Honore', Ellen Israel, Elizabeth Klein, Gary Hanson
Fremont Union High School District

Needs Statement

Once they have an investment in the team process, local instructional staff can effectively plan, develop and

implement Competency Based Adult Education (CBAE) programs. English as a Second Language (ESL) and Adult Basic Education (ABE) instructors can gain ownership in this process by having the opportunity to make group decisions which directly affect their students. These decisions often result in solutions or products that instructors and management later incorporate at the classroom level. A built-in feedback system between instructors and administration can provide the necessary communication tools for CBAE improvement.

Goals and Objectives

The objectives of the video are as follows:

1. To provide instructional and management viewers with the opportunity to observe a team process and an instrument for assessing local agency needs.
2. To emphasize to viewers the need for prioritizing agency objectives and setting reasonable goals.
3. To present a paradigm agency action plan in order that team goals be met.
4. To establish the value of ongoing evaluation regarding how members of the staff development team work with one another; how this team interacts with its facilitator; how the team and its facilitator evaluate their success in meeting stated goals and objectives and how this team evaluates its success in providing inservice to the total instructional staff.

Process

The 1985 video based on 1983-1984 FUHSD Adult Education staff development. In September of 1983, the facilitator invited all staff to form an in-house CBAE staff development team. Section 306 funds were available to pay five part-time instructors regular hourly wages. The five instructors selected out of 15 were chosen for reasons of convenient scheduling, variety of teaching backgrounds and ESL levels, the ability to work with others in a group, and a commitment to meet 20-22 hours over a five to six-month period. These same people elected to participate in the video. The facilitator encouraged the staff development team to determine the year's objectives, agenda, areas of responsibility for each team member, classroom tasks related to objectives, and how they provide inservice for the total instructional staff.

A built-in feedback system between instructors and administration can provide the necessary communication tools for CBAE improvement.

The video tape schedule was as follows:

1. November 1984, facilitator met with inservice team to discuss video concept and to share objectives of the mini-grant proposal.

2. December 1984, facilitator wrote and distributed an initial script for participants to edit. Facilitator met with Regional Occupation Program (ROP) coordinator to review story board and set shooting dates.

3. January 1985, facilitator wrote second draft of script incorporating recommendations.

4. Facilitator met with technical crew to discuss script changes and physical arrangements for video shooting.

5. January 16, 1985 - rehearsal

6. January 18, 1985 - video shooting

7. January 21 - February 15 - editing, narration, music

8. March 3 - facilitator viewed edited version with participants for evaluation.

9. March 4, 1985 - Adult Education instructors reviewed the video.

Outcomes

A videocassette depicting team members interacting in a series of staff development sessions was produced. The video can be viewed in less than 20 minutes and stopped at any given time to discuss the team process or CBAE program elements. Participants agreed that the video content has merit and, with a trained facilitator, can be of value to agencies:

- starting CBAE programs
- needing to improve communication between management and ESL/ABE instructional staff
- wanting to assist instructional staff in implementing change.

Auto Mechanics, Welding, Machine Shop Safety Video

Joyce Lim, Linda L. West, Linda Kristine Golz
La Puente Valley Adult School

To prevent accidents and injuries, vocational training programs and employers typically instruct new students and workers in safety principles and rules. However, limited English Proficient (LEP) individuals frequently do not understand these safety concepts due to language and cultural barriers; they may, therefore, endanger themselves and others.

It was decided that a video with simple English narrative might greatly enhance instruction in this key competency area by visually demonstrating safe and unsafe practices, with rules in words and at a pace appropriate for LEP students.

Goals and Objectives
1. Produce three 20-30 minute instructional video cassettes suitable for classroom instruction or self-study, along with pre-post tests, worksheets and a teacher's guide.
2. Field test each vocational safety unit at the agency and at least two other 306 agencies. Revise as necessary.

Process
Each of the three video cassette instructional projects required an experienced vocational instructor and a Vocational English as a Second Language (VESL) instructor familiar with safety training in the particular vocational area. A video production advisor and three media technicians were also utilized. Contents of the videos were based on existing vocational materials and experiences of the vocational instructors. Taping and editing were done at facilities located within the district. Instructional units were developed by VESL instructors and included pre-post tests. Field testing of developed materials took place at six different sites; at least two sites tested each video.

Outcomes
Students' progress in safety competencies was measured by administration of pre-post tests in field testing.

Vocation, site	#SS	Comp. Pre	Comp. Post	% Gain
Auto mechanics				
La Puente	20	50%	78%	28%
San Diego	8	63%	92%	29%
Machine Shop				
Le Puente	12	82%	93%	11%
El Monte	16	56%	76%	20%
Welding				
La Puente	9	46%	66%	20%
CYA-A group	12	32%	62%	30%
CYA-B group	7	30%	58%	28%

All groups showed significant gains. Highest scores were in groups whose students had the highest general English development. The highest percentage post-test gains were in the groups which pre-tested lowest, and the lowest percentage gain was in the group which pretested highest.

Highest scores were in groups whose students had the highest general English development.

Through surveys, student and instructor opinions about the units were measured. Student responses were generally very positive. The developers were particularly interested in the categories related to pacing and found no clear pattern in student opinion on pacing of the video. One would like to think lower-level students preferred slower pacing, but there is no way to link level and pacing preference in the survey as it was devised.

In general, the comments of field test instructors were very positive, with some questions on level, pacing, and pre-post tests which related to the level of their students, i.e. those with lower-level students found the pre-post tests difficult; those with upper-level and native-speaking students found the video pacing slow.

Comparison of ESL and VESL Class

Margaret Kirkpatrick, Ed Dimsey, Ann Dimsey, Tina Fredette
Merced Adult School

Needs Statement
Merced Adult School presently offers both English as a Second Language (ESL) and Vocational language (VESL) classes. Adequate materials are provided to both groups, and the instructors have the same opportunities for staff development and training. But to plan the most effective program for the students, it is important to assess the motivation of the student in attending class and experiencing success in that class.

Goals and Objectives
The goal of this project was to evaluate the difference in achievement and retention between two groups of students receiving vocational language instruction and regular ESL instruction

Process
The instructors involved were regular, credentialed, Adult School teachers. They were selected because of the make-up of the class they taught. For this project, they administered tests, gathered information about students who no longer attended class, and filled out a program evaluation survey.

ESL students were chosen because of their being enrolled in a High Intermediate class. These students had demonstrated competence in basic skills and also, incidentally, had been in the program for some time. A total of 45 students from two ESL classes were tested. The second group, the VESL students, were chosen by Merced County Refugee Services to participate in an agricultural training project. They were not screened for academic ability but for interest and past experiences in agriculture. These classes were multilevel, with student ability ranging from beginning to high intermediate.

Outcomes
In the ESL classes, a total of 45 students pretested and 29 students posttested, which indicates a retention rate of 64%. Students left the class for the following reasons:

Began Work	6
Began Training	1
Health	3
Another Class	1
Lost Contact	5

Students in these classes showed an average improvement of five scale points on the CASAS survey achievement test.

In the VESL classes, a total of 35 students pretested and 34 posttested, which indicates a retention rate of 97%. The one student who did not test is, in fact, still in class but was absent during the test period because of his health.

Students in the VESL class showed an average improvement of four scale points on the CASAS survey achievement test.

Both groups showed an acceptable amount of improvement, the difference not being a significant one. The main difference demonstrated by the survey was in attendance; students with a higher motivation attend class more consistently.

The two classes received approximately the same type of instruction, even to the point that one teacher was teaching both ESL and VESL classes used in this survey. The two groups were different in their level of ability: the ESL students were placed by ability; the VESL students were multilevel, placed by virtue of their being in a training project. Both groups showed an acceptable amount of improvement, the difference not being a significant one. The main difference demonstrated by the survey was in attendance; students with a higher motivation attend class more consistently.

Competency-based Student Orientation and Placement Study

Raymond Ramirez
San Diego Community College District

Needs Statement
A need existed for a rational, data-based orientation and guidance system for placement of students, for movement through English as a Second Language (ESL) levels and for eventual matriculation to other, non-language classes.

To place students in the most appropriate level, a needs assessment, based on reliable and valid information gleaned from assessment instru\ments, was required to create student profiles documenting initial placement, student goals and objectives.

Process
The process included providing continuous orientation, testing and gathering placement information on all new and returning students. This resulted in referrals to appropriate ESL levels. Students who achieved certain levels of attainment were transferred to higher levels via use of level exit tests.

Outcomes
This project implemented a competency-based orientation and placement system for ESL populations. The project used and further refined instruments created under a previous 310 mini-grant. As a result, according to data gathered, students were more appropriately placed in program levels (e.g. beginning, intermediate, advanced) and moved through these levels more efficiently.

The process included providing continuous orientation, testing and gathering placement information on all new and returning students.

A placement aide, counselor and staff were able to assess and place approximately 75-80% of all new and returning students between September 9, 1985, and January 31, 1986, the data collection period.

A Competency-Based Adult Education (CBAE) aide was scheduled 21 hours per week, Monday through Friday, with time divided equally between the day and evening program. By and large, afternoon classes were not assessed in this pilot study due to program constraints.

Number of students assessed = 1,243
Number of class placements = 1,243
Placement by Level: 0 = 423 students
1 = 306 students
2 = 258 students
3, 4, 5 = 231 students
Multi Level = 25 students
(N = 1,243)

Both instructor and student surveys indicated that the newly implemented placement and guidance system was effective and easy to implement.

Design Process and Recording of a Student Follow-up

Patricia L. Torres
Sequoia District Adult School

Needs Statement
The Sequoia District Adult School conducts competency-based English as a Second Language (ESL) classes for students from a wide range of cultural and educational backgrounds. Eleven classes were included in this study—4 levels of lifeskills, language-based English, a pre-literacy class and 2 classes geared toward employment. (There are 25 classes in the ESL department.)

Historically, there has been a great turnover of students in ESL classes. Before this follow-up study, there was no accurate information on students who left the program.

Recently, a student profile was designed to track student progress and provide follow-up on those who leave. The follow-up component of the profile was difficult to carry out because it depended on knowledge and hearsay from teachers and fellow classmates. Therefore, direct survey of former students was badly needed to provide data on students who left the program and their reasons for leaving.

Before this follow-up study, there was no accurate information on students who left the program.

Goals and Objectives
The main objective of this study was to contact as many former students as possible and compile a bank of information for administrators, coordinators, and teachers. The study was not intended to actually evaluate the program, but to provide information which could be used in the future to better meet the needs of the students.

Process
The initial portion of the study involved talking directly to teachers, the coordinator, and administrators of the program to discuss the information they wanted to know about former students. Based on these responses, a questionnaire was devised which included reasons for leaving, program effectiveness, and proficiencies mastered.

The second portion of the study involved selecting 45 percent of the students who left each class at random to be interviewed. The questionnaire was used to record students' responses during telephone interviews. One questionnaire was used for each class.

Interviews were conducted by telephone in the students' native languages, including Spanish, Lao, and Vietnamese. The interviews were carried out by the project director and four high school students: two Hispanic, one Lao, and one Vietnamese student. The telephone work was done over a period of four months from September through December.

The final portion of the study included compiling and organizing a bank of information about the ex-students.

Outcomes
The success rate of interview completion was very high (71%).

The telephone survey indicated that economic/job-related causes were chiefly responsible for students leaving the program. Fifty-four percent (54%) of the total sample either got a new job or their work hours changed. The majority of ex-students indicated that they are working in service-oriented, low-paying positions. A small number indicated that they worked in electronics or other light industry.

Fifteen percent (15%) of the total sample moved out of the area. This number would rise to about 30% if those with disconnected telephone numbers were added to it. Transportation, child care and family problems, illness, and entering another educational program were also causes; but each represents 7% or less of the total sample. "Other" reasons included being too tired or too busy, fear of failing a test, or that the classes got out too late.

Two percent (2%) of former students were planning to enter classes at the community college level. Three per cent (3%) entered job training, but many more indicated that they needed it and asked for information concerning such opportunities.

Designing a System to Meet Individual Student Needs

Nancy Bachman, Laurel Owensby, Sheila Shaw
San Diego Community College District

Needs Statement
East San Diego Adult Continuing Education Center, in the San Diego Community College District, is fortunate to have both a media center on the second floor, and a learning laboratory on the first floor. The shelves in both were bulging with books and equipment. As newer materials arrived, older materials were abandoned. Some materials could only be used effectively in a laboratory setting for individualized instruction and were not suited for classroom use. Other materials were dated but could still provide valuable reinforcement drills for English as a Second Language (ESL) students.

The center needed a system for providing individualized instruction using existing materials in a language laboratory setting for ESL students. The instruction would need to:
(a) Focus on identifying individual students' needs and targeting instruction to those needs;
(b) Be available during non-class hours; and
(c) Use existing but rarely used materials best suited for individualized instruction.

Goals and Objectives
1. Design a system which will focus on targeting instruction to the specific competency needs of an ESL student in attaining a personal goal.
2. Provide the students with individualized learning laboratory instruction opportunities compatible with their schedules.
3. Enable the highly motivated ESL student to move through the program at a faster pace.
4. Enable the ESL student entering after the start of a semester to attain previously taught competencies.
5. Code existing materials to specific language skills, competencies and levels.

Process
Three instructors designed the system and oversaw the project. Two of these instructors are ESL teachers, and one is the supervisor of the learning laboratory for ABE students.

To help with paperwork and assist during the hours that many ESL students used the lab, an aide was hired. She was already working in the learning lab and was familiar with the procedures.

The project staff:
1. Inventoried existing materials in the learning laboratory and in the media center.
2. Indexed and cross-referenced materials according to level, competencies and language skill area.
3. Designed record keeping procedures, intake and survey forms.
4. Informed teachers about what is available in the laboratory.
5. Distributed flyers to inform current students of lab offerings and schedule.
6. Implemented individualized instruction.
7. Collected data through questionnaires.
8. Analyzed and evaluated data.

All students interviewed felt their English was improving and expressed satisfaction with the lab.

Outcomes
Oral questionnaires were administered to students using the lab. All students interviewed felt their English was improving and expressed satisfaction with the lab. The majority of students attended the lab one hour before their three-hour ESL class.

A survey of teachers indicated that:
33% of the students showed definite improvement
8% of the students showed some improvement
42% of the students showed no change
17% of the students hadn't attended the lab long enough or had not been with the teacher long enough to be evaluated.

Further analysis of the no-change category uncovered confusion about the purpose of the lab. Many teachers referred students who needed help with pronunciation. The lab was not set up to provide such one-on-one help for these students in pronunciation, so they showed no improvement. Students with target areas other than pronunciation showed improvement with language lab assistance. An interesting unanticipated effect was that the project staff expected teachers to make all lab referrals. Instead, students approached the teachers and requested the referral forms after hearing about it from friends.

Dissemination of a Consistent Guidance System

Susan Giambruno
Jefferson Union High School District
Adult Division

Needs Statement
A need was identified for a consistent guidance plan at the three school sites to provide all English as a Second Language (ESL) students opportunity to receive guidance and referrals to appropriate community resources. Community awareness presentations were also needed so that teachers could make informed referrals. Finally, the needs assessment process required a way to include student input on instruction and program direction.

Goals and Objectives
1. Provide specific time slots for ESL students to receive guidance and referrals to appropriate community resources.
2. Provide community awareness presentations at each school site on a quarterly basis and develop a Directory of Human Resources for teachers.
3. Establish a student advisory committee at each school site to ensure students' needs would be expressed.

Process
The project director organized a committee that included counselors, ESL teachers, students from advanced classes and school site clerks and aides. They decided on how to provide three major project activities:
1. ***Referral Counseling Sessions*** were established at each site. There were student sign-up sheets, and it was announced in every class that the services were available.
2. ***Community Awareness Presentations*** were held each quarter at each school site. Content was based on input from the project committee. The three presentations held were Earthquake Preparedness, Regional Occupational Program and Emergency First Aid
3. ***Student Advisory Committee*** members helped beginning level teachers conduct class needs assessments to be sure that the process reflected the needs of these students. The Student Advisory Committee also translated program information and information about the referral counseling sessions.

Side Effects or Unanticipated Effects: High teacher morale was an obvious side effect when the site supervisor, counselors became involved in assisting students.

Outcomes
A student survey and a teacher survey were conducted to determine the degree to which this project succeeded. The surveys indicated the following:
1. The guidance, referral system was implemented at all three school sites.
2. 100% of teachers and 90% of students felt that the students were allowed to express their needs.
3. 100% of the teachers were aware of students' needs.
4. 90% of students felt they had opportunities to give input to instruction and program direction.
5. 80% of all students were provided with guidance and referrals to other programs and community resources (20% did not know of the referral counseling service).
6. The community was involved with providing resources to meet student needs quarterly.
7. Students were allowed to make an appointment with a supervisor, counselor on a weekly basis.
8. 80% of all students and 100% of all teachers were aware of these guidance resources and guidance system at three school sites.

Side Effects or Unanticipated Effects: High teacher morale was an obvious side effect when the site supervisor, counselors became involved in assisting students. An enthusiasm for helping these students grew where before there was a cold fear of confrontation. Because supervisors and clerks cannot speak the native language of the students, they needlessly shunned communication with them. Once they had a system to deal with the upper level students, they were eager to try to aid even the lower level ESL students.

ESL Intake Process

Celia Larson, Shirley Edwards, Sheila Lunny, Gail Khoshkbariie, MAEP Staff Members
Metropolitan Adult Education Program

Needs Statement
MAEP serves a large geographic area with over 10,000 English as a Second Language (ESL) andAdult Basic Education (ABE) students. The agency needed to implement their CASAS placement test, a method for training personnel in its use, and a clear, uniform placement process. The process also needed to be flexible enough for use in a wide variety of settings.

Goals and Objectives
- ESL students will be accurately placed.
- There will be standardized placement guidelines for use by personnel in all centers.
- A video tape will be available to train new and existing staff in placement procedures.

Process
Two experienced ESL teachers developed the process for placement testing. Five different centers were selected as test sites, and a nucleus of eight other clerical and certificated people trained. Existing tools were revised to fit the new process: the writing sample was shortened; the structure test was reduced to 10 items; the CASAS Competency Placement Test was separated into two parts, and a set of questions was developed for oral administration. Over 1,000 students were tested. The centers which participated had from three to five classes available to feed into, with morning, afternoon and evening classes. Transfer of

students between any of these centers was ongoing, upon request. While most students tested were new to the program, at one center six students were selected who were already enrolled and registered. They were asked to join the testing group. The examiner was unaware of their identities, and tested them as usual. Five of them were accurately placed; the sixth was "borderline," and placed in the beginning level, although she was enrolled in an intermediate class.

The video was vital to implementing the placement process.

Outcomes
Students were surveyed for input about their placement in two centers. One hundred fifty-eight indicated satisfactory placement, fourteen said the class was "too easy," and nine said that the class was "too difficult." The staff was also surveyed, and 100% indicated accurate placement.

A video tape was developed to demonstrate the importance of the oral interview. It was decided that the video was *vital* to implementing the placement process.

A *Placement Test Manual* was written to provide staff with a "tool kit." The information is adaptable to specific needs at each site, and it provides for standardization of the process.

ESL Placement Procedure

Sara Tanke
Sequoia District Adult School

Needs Statement
Prior to September, 1985, the ESL placement procedure consisted of teacher-written tests based on core textbooks and an informal oral assessment. During spring and summer, 1985, a new placement test was developed from the CASAS Item Bank and a formal oral interview was written. This agency needed to evaluate whether this life skills competency placement test, coupled with the oral interview, placed students into appropriate levels of ESL classes and if this procedure was practical for all sites.

Goals and Objectives
1. Determine whether the new placement procedure resulted in grouping students successfully for ESL instruction.
2. Assess whether the procedure was workable for all sites.

Process
The new placement process was administered to all students registering during the first month of the fall quarter in the Sequoia night classes and to new students registering in the Hoover day classes. The coordinator was able to get information about appropriateness of placement on a total of 335 students.

A questionnaire to evaluate the placement procedure was filled out in October by 15 staff members who had placed students using the new procedure.

The coordinator also talked with the placement staff at the different sites. The revised placement procedure was working smoothly for the Sequoia classes and the Hoover day classes, both of which have non-teaching staff to place students and so many levels of instruction that a systematic procedure is necessary.

The Hoover night classes must rely on volunteers to place students because the aide is needed for small group instruction. When a volunteer who has the skills and the inclination is there, the formal placement procedure is followed.

Placement at Woodside is done by the teachers. The placement procedure works well because they only get one or two new students a week.

Outcomes
The following table shows the results of the teachers' assessment of students who were misplaced by the placement procedure. Students who were identified as having a literacy problem are not included.

Sequoia H.S.	**# of Students**	**Misplaced**
Low beginning	89	0
High beginning	21	3
Low intermediate	55	2
High intermediate	38	6
Advanced	77	4
Hoover Day	**# of Students**	**Misplaced**
Low beginning	11	1
High beginning	16	3
Low intermediate	19	4
High intermediate	9	0

Grand Total	# of Students	Misplaced	%
Low beginning	100	1	1
High beginning	37	6	16
Low intermediate	74	6	8
High intermediate	47	6	13
Advanced	77	4	5
	335	23	7

There was unanimous agreement that the oral interview was essential for placement.

Some of the reasons for misplacements were:
1. Not enough time given to the oral interview.
2. Student dissatisfaction about being placed at or below a level s/he had completed.
3. Placing a student in an ESL class when an ABE, GED, or high school diploma class was more appropriate.

Generally, the staff is very pleased with the new placement procedure. They are enthusiastic about the content of the reading test. They feel that the questions reflect a good range of relevant life skills. There was unanimous agreement that the oral interview was essential for placement.

ESL Placement Test

Luz Hernandez, Helen McCully, Adrian Bozzolo
Oakland Unified School District

Needs Statement
This agency needed to improve placement testing of ESL students at two multi-class sites in order to better reflect competency-based instruction. Previous placement testing consisted of individual oral interviews or grammar structure tests. Therefore, a placement instrument was needed which assessed the student's level of functioning in life skills reading and structure items.

Goals and Objectives
1. Train four to six teachers and guidance personnel in how to construct life skills competency tests using the CASAS Item Bank.
2. Develop an ESL placement test which accurately placed students in one of six instructional levels.
3. Obtain data on the accuracy of student placement and compare the newly developed life skills instruments with the current procedures.

Process
Teachers from two multi-class, multi-level instructional sites participated in the ESL Placement Test project. They constructed a placement test from the CASAS Item Bank, using items to represent topics covered in the district's life skills competency list. Ten multiple choice structure items were selected for this test. The test was field tested and evaluated by both teachers and students. One hundred ninety-seven students were tracked to determine how long the students remained in the class of initial placement, whether students were transferred to an easier or more difficult class, or whether the students dropped out.

Outcomes
The ESL Placement Test was field tested in 16 ESL classes. The teachers considered it satisfactory and felt that it accurately reflected their students' abilities in reading. Several teachers said the structure section was too simple for their intermediate or advanced level students. A majority of the 278 students who took the field test reported that they felt the test was too long.

An oral interview combined with an abbreviated life skills reading test which included writing tasks would be the most effective placement process.

A follow up study was made of 197 who were placed by one of the three placement procedures.

ESL Placement Test • N = 91
42% Correct Placement
15% Transferred to higher or lower level
9% Dropped after 1 or 2 days
34% Never Attended

Ilyin Test • N = 53
66% Correct Placement
4% Transferred to higher or lower level
6% Dropped after 1 or 2 days
25% Never Attended

Individual Interview • N = 53
76% Correct Placement
4% Transferred to higher or lower level
11% Dropped after 1 or 2 days
9% Never Attended

The educational advisors who administered all the tests concluded from these results that an oral interview combined with an abbreviated life skills reading test which included writing tasks would be the most effective placement process.

ESL Teacher CBAE Handbook

Sharron Bassano
Santa Cruz Adult School

Needs Statement
ESL teachers new to staff need to be introduced to and prepared for teaching ESL in a competency-based curriculum. Current teachers would benefit from having a handbook to help focus their CBAE lesson development, materials design, and curriculum coordination. Members of the Regional CBESL Coordinators' Network would appreciate a model handbook to review, modify, and duplicate for their own district use.

Goals and Objectives
1. Produce a handbook that orients new teachers to a lifeskills-based curriculum and helps current teachers better focus lessons and materials.
2. Clearly delineate the purpose, objectives, procedures, policies and usual demography of this agency's ESL program.
3. Provide a model for other ESL coordinators to develop a similar handbook.

Process
The author met with agency ESL instructors, administrators and clerical staff to determine the type of information to be included in the handbook. After the meeting, the author designed the handbook's format, compiled the data and composed the text. The first draft was reviewed by an administrator for accuracy and reviewed by clerical staff for errors. The final draft was disseminated to local ESL staff coordinators for review and evaluation. Evaluation surveys were collected and tallied.

It was interesting to note that all coordinators rated the handbook a "6" in the category "Will this handbook serve as a model for your program."

Outcomes
The author designed an evaluation survey. All ESL staff members and ESL coordinators who agreed to field test the handbook were asked to complete the survey. The survey used a six-point rating scale (1 = poor and 6 = well). The lowest rating in any category was 5.38 and the highest rating was 5.92. It was interesting to note that all coordinators rated the handbook a "6" in the category "Will this handbook serve as a model for your program," an objective of this mini-grant project. ESL instructors who had been on staff for awhile gave it a lower usefulness rating. The average rating was a 4. One new ESL staff member wrote, "As a new teacher, I am grateful to receive this handbook. I found it clear, complete, stimulating and extremely informative. I am excited to be a part of such a well-organized ESL program."

Evaluation of a Basic Skills Assessment Instrument

Karen A. Herbst
Fullerton Unified High School District

Needs Statement
The educational needs of students with little or no formal education are not being adequately met in many ESL programs as evidenced by an 85% drop-out rate among these students. These students are older than the average student, married with children, and have three years or less of formal education. They lack competency in basic skills, which precludes successful comprehension and mastery of the curriculum. A Basic Skills Assessment instrument was needed to determine areas for remediation.

Goals and Objectives
1. Evaluate the effectiveness of the Basic Skills Assessment Instrument (BSA).

2. Demonstrate that students who receive assessment with BSA followed by intervention will achieve higher scores.
3. Measure retention rate of those students.
4. Disseminate results of the study through a staff inservice.

Process
Students placed in beginning level ESL classes based upon an oral placement test were randomly assigned to one of three groups. Group A received the BSA Instrument and special remediation based on these needs. Group B received the BSA test but no special intervention. Group C received neither the BSA nor special intervention. All students were tested using the CASAS Survey Achievement post-test and a comparison was made of results. A staff inservice was provided at the conclusion of the study to disseminate both the results and the materials used.

Also, when these needs are identified and remediation provided on an individualized basis, retention increased dramatically.

Outcomes
Comparison data among the three groups indicated that both Group A and Group B students showed gains on the CASAS post-test, with Group A students showing the most gain. There was no gain for Group C because these students dropped out before the post-test. In addition, the Group A retention rate was 86% while Group B's was 43%. The results support the hypothesis that the Basic Skills Assessment Instrument is effective in determining the areas of needs for this student population. Also, when these needs are identified and remediation provided on an individualized basis, retention increased dramatically.

An Evaluation of CBAE, ESL Assessment System

Kathleen Rippberger, Aiko Stanton, Socorro Pacheco
MiraCosta College

Needs Statement
MiraCosta College's ESL Assessment system consists of: placing and certifying competency attainment using placement and level exit tests developed from the CASAS Item Bank; and monitoring progress through the CASAS Survey Achievement Pre/Post Tests. This agency needed to know how effective this system was in placing students in the program, monitoring their progress, and certifying them at program completion.

Goals and Objectives
1. Compare test scores from the placement test, CASAS pre/post test, and level exit tests.
2. Conduct oral interviews with 30 students over a four-month period to monitor their progress and determine if there had been any changes in their needs and goals during that period.
3. Interview instructors to determine their perception of student needs and goals and their evaluation of how accurately the current assessment system monitored student progress.

This agency needed to know how effective this system was in placing students in the program, monitoring their progress, and certifying them at program completion.

Process
Interview questions were established, and project personnel were trained in interview techniques.

Next, 30 students were randomly selected during the initial placement process—5 from Orientation level, 10 from Beginning, 10 from Intermediate, and 5 from Advanced. Initial interviews lasted approximately a half-hour each. The next interview took place the following semester after there had been some movement (e.g. from beginning to intermediate). In the meantime, the scores of the interviewees on the CASAS Pre-test were compared with their initial placement scores. The collected data was reviewed along with the interview results.

Outcomes
Results from the initial student interviews indicated the following:
20% were high school graduates in their native countries
73% had no previous ESL instruction in the United States
77% attended class four days a week
77% felt they were in the right class level
60% felt that the instructor had not asked them what they wanted to learn
90% said that the ESL classes helped with their daily life
47% were in ESL classes to get a better job
100% reported that the whole class worked together on tasks

Of the 30 students initially interviewed, 14 dropped out; eight were promoted, eight were not. Comparing the students who had been promoted with those who remained in the same level uncovered significant differences:

Promoted students (8)	Students not promoted (8)
88% came 4 nights a week	25% came 4 nights a week
100% felt they were at the right level	88% indicated they were at the right level
88% pleased with books, handouts	63% felt they were more proficient in English
38% reported getting a better job or job advancement	25% didn't use English at home or at work
62% reported greater self-confidence in using English	63% reported a shift in goals from education to job needs
50% wanted to continue their education	

The following findings compare information from student interviews with teacher interviews:

Student interviews	Instructor interviews
77% felt they were in the right level	88% felt that the placement process was accurate
60% said the teacher had not conducted needs assessment	63% indicated they used a formal needs assessment
47% were learning English for job-related reasons	75% of students were in class for job-related reasons, according to instructors' perceptions
90% said their ESL classes helped them with their daily lives	63% said lifeskills are a relevant content focus at all levels

High School Entry Diagnostic and Placement Instrument

Louise Proctor-Cain, Michele Behan, Lynne Robinson
Sweetwater Union High School District
Division of Adult Education

Needs Statement
Until this project was undertaken there was no simple, short test which could provide specific data for placing students in either ABE, bridge, or high school classes. And there was no test toindicate readiness to take the Sweetwater Union High School District AB65 competency tests.

Goals and Objectives
1. To diagnose reading proficiency levels of students entering the bridge or high school programs from ABE, ESL and other programs.
2. To determine specific, individual, student needs for remediation of basic and life skills.
3. To predict readiness to enter high school level courses.
4. To predict reading readiness to attempt the AB65 competency tests.

Process
Three resource teachers and six classroom teachers were chiefly responsible for the project. Teachers in bridge classes were invited to a workshop and constructed the predictor test. It included five appropriate reading competencies coded to the CASAS competency list and 25 additional items with difficulty levels ranging from 218 to 238 on the Rasch scale.

Data collected to date indicate that the 25-item test is a useful predictor, diagnostic, and placement instrument.

Students who were scheduled to take the district AB65 competency tests were also required to take the 40-minute predictor test. Scores for 69 students who took both the AB65 reading test and the predictor test were paired and tested for correlation. A testing technician scored the tests; resource teachers compiled and interpreted the data.

Scatter diagrams plotted by resource teachers indicated useful correlations.

Outcomes
Data collected to date indicate that the 25-item test is a useful predictor, diagnostic, and placement instrument. Scores may also be used to identify general needs and reading levels, but not specific needs. Specifically, data support the conclusion that the test can be used to (1) diagnose level of reading proficiency of students entering bridge or high school programs from ABE, ESL; (2) determine readiness to begin high school work (score of 20 or more); (3) predict success on the AB65 reading test.

Integrating Grammar With Life Skill Competencies

Deborah Benesch, Deborah Pack-Garcia
Centinela Valley Adult School

Needs Statement
An informal survey of Level A teachers at Centinela Valley Adult School indicated that the CBAE curriculum that had been implemented did not incorporate the grammar structures with the life skill competency objectives to the extent necessary for an integrated program. A means to do so was perceived as needed for greatest success.

Goals and Objectives
There were three main objectives:
1. Integrate a grammar sequence with existing competency-based materials;
2. Provide a guide to facilitate teaching of competencies using appropriate grammar structures;
3. Specify materials appropriate to both structure and competency objectives.

Process
Through the use of a Needs Assessment survey, life skills appropriate for the student population were identified. The survey results were compared with the CASAS Competency List, and teaching objectives were selected. Finally, organized units of competency objectives were identified for each trimester. These units were coded according to level, trimester in which they would be taught, and book to be used.

After developing a draft of the guide, a three-hour inservice was given by the project personnel to demonstrate methods of teaching grammar and life skills concurrently. Toward the end of the first trimester, an evaluation form was sent to get feedback on the use of the guide. The guide was then revised based on this evaluation information.

Teachers who used the guide felt it aided them substantially in preparing lessons.

Outcomes
A guide was developed for integrating a grammar sequence with competency-based materials. It shows how a competency text can be combined with a grammar text to help students communicate fluently in English.

Teachers who used the guide felt it aided them substantially in preparing lessons. Some teachers who had traditionally concentrated on teaching grammar as one component of their class and lifeskills as a separate and distinct component seemed to find the integration concept very complex. Based on these observations, a fourth section was added to the guide to provide specific strategies integrating a grammar skill with a life skill lesson.

Integrating Intercultural Communication into VESL Instruction

Patricia A. Bennett
San Diego Community College District

Needs Statement
This project grew out of the need for a more comprehensive approach to the Cultural Orientation component of prevocational ESL instruction. In most VESL programs which include a Cultural Orientation component, emphasis has been placed on teaching students behaviors required for success in the American workplace. To counter the effects of culture shock on the students' conscious and subconscious motivation to learn, cultural orientation instruction must be expanded.

Goals and Objectives
1. To help students understand that a) traditional behavior in their own cultures is valid; b) there are underlying values which cause different behaviors to occur in different cultures; and c) they can use behavior which is functional in the new culture without having to give up their own traditions.
2. To adapt existing innovative materials which accomplish these goals to the San Diego Community College District prevocational ESL curriculum.

To counter the effects of culture shock on the students' conscious and subconscious motivation to learn, cultural orientation instruction must be expanded.

Process
Ten units of prevocational ESL curriculum were augmented and refined to include competency-based objectives for intercultural communication. Objectives were organized into the following categories:
a. knowledge of American workplace behavior expectations
b. awareness of usual contrasting behavior in one's native culture
c. knowledge of underlying values which cause differing behaviors to occur in different cultures
d. critical thinking skills (e.g. analysis, synthesis, evaluation, application)
e. cultural adjustment skills (e.g. observation, mimicking, obtaining information and resources)
f. pro-adjustment attitudes (e.g. curiosity, self-confidence, non-judging attitude which results from awareness of cultural relativity)

Dissemination and teacher training in the philosophy and use of the comparative values approach to cultural orientation took place in a variety of meetings and conferences.

Outcomes
1. Ten units of prevocational ESL curriculum were augmented and refined to include cultural orientation objectives.
2. Three sample lessons were adapted, field tested and refined.
3. A teacher's guide which includes several detailed sample lessons was developed. The teacher guide and the competency-based cultural orientation objectives in the revised prevocational ESL curriculum now form a more complete departure point for teachers to address their students' linguistic and cultural adjustment needs.
4. As a result of dissemination, a statewide network of curriculum developers and teacher trainers who are interested in the values comparison approach to cultural orientation instruction is being developed.

International Restaurant Project

Edward Dimsey
Merced Adult School

Needs Statement
No mechanism existed to help students experience what it's like to operate a small business from the planning stages through the actual operation of that business within the context of ESL classes. Yet operating a small business is an interest of many adult students and one which can be used to teach effective work skills.

Goals and Objectives
a. Provide practical occupational experiences
b. Develop confidence, encourage sexual equality in an occupational setting
c. Overcome cultural differences in work habits and attitudes
d. Maintain cohesion between different ethnic groups
e. Insure that students utilize their English skills in an occupational setting
f. Combine students of different skill levels and provide individualized instruction

Process
Students completed job applications and resumés based on their employment experiences. After reviewing these forms, the instructors chose two head managers, based upon their previous management experience, leadership qualities, and ability to communicate effectively. The head managers then reviewed and selected the subordinate managers. The selection of the remaining applicants was done by a reviewing board consisting of subordinate managers and head managers. Special consideration was given to the selection of cooks because practical experience in the preparation of food was necessary for the project to succeed. The managers of each area then grouped with their area personnel and identified their job responsibilities. After receiving a copy of

their job descriptions, the students received specific instruction and rehearsal time on appropriate verbal, written, computation, sanitation, management skills, etc.

All positions and various emergency/complaint situations were rehearsed prior to the opening of the restaurant. The actual preparation of food began one hour prior to the regularly scheduled class time to allow sufficient time for the food to be ready to be served on time. At the end of the project, the set-up and maintenance crew cleaned and disassembled the restaurant in a half hour. This time exceeded the regular class time by 30 minutes.

More people realized the importance of the ESL Program through the newspaper coverage of the project.

Outcomes
Students, instructors, office personnel, and management collaborated on the evaluation of the restaurant. It was mutually agreed that objectives were effectively attained and that the project exceeded all expectations of the initial proposal. The students learned how to apply their skills in a practical way and developed confidence in their abilities.

They also learned how to cooperate with each other, and they realized the importance of each position to the success of a business operation. They were exposed to American work habits and attitudes and the importance of sanitation, dress, etc.

The results of the project were the establishment of an annual restaurant event and the possibility of opening similar new programs. Students earned respect from each other, students in other classes, the Merced Adult School ESL Program, and various community agencies. Finally, more people realized the importance of the ESL Program through the newspaper coverage of the project.

Lifeskills Packets for ABE, ESL Students in Correctional Education Sites

Julie Wright-Sarinana, Rita Rippe, Pat Grimm
Hacienda La Puente Correctional Education

Needs Statement
The ESL and ABE classes at eight correctional education sites in Los Angeles County are multi-subject and multi-level. There is a great need for individualized materials teaching identified basic and life skills at the appropriate levels of instruction. Materials should be consumable since they are taken back to the cells and are frequently lost, stolen or confiscated. In addition, the population is transient, with frequent moves among facilities; and materials are lost during moves.

Goals and Objectives
The original goal was to assemble, field test and disseminate 24 ESL packets and 24 ABE packets in selected competency areas. However, after reviewing the materials available, the project members could not find appropriate materials for their purpose or their population. They received permission to write original materials to complete their project. The project writers wrote eight ABE packets and three ESL packets.

Process
The project writers were chosen from the corrections CBAE Team which had been organized a year prior to the mini-grant application. The members of the team have been with the jail program since its inception 12 years ago.

The authors of the packets agreed that the packets would cover life and basic skill objectives, CASAS competencies, study guide, pre/post tests, vocabulary, assignments and answer keys.

The writers had originally estimated that each packet would take six to eight hours to compile; 20 hours were actually required to prepare each packet.

Outcomes
The following packets have been completed:

ABE	Housing	Level B
	Banking & Budgeting	Level B
	Library	Level B
	Library	Level C
	Market	Level B
	Emergencies, Safety & Hospital	Level A
	Personal Health	Level B
	Nutrition	Level B
ESL	Jobs - Begin, Look, Apply	Level A
	Telephone	Level A
	Immigration and Legal Rights	Level A

The team reported it was "an exciting, rewarding and demanding project and one they would never have attempted if they had known just how demanding it was going to be."

The packets are designed to be used for one to two hours per day for a four-day study week. They supplement many other skills being taught in a week's time.

The packets are being field tested and revised based on field test results. The team reported it was "an exciting, rewarding and demanding project and one they would never have attempted if they had known just how demanding it was going to be."

Managing an Adaptable CBAE Master Plan

Susan Giambruno, Holly Fulghum Nutters, Barbara Bahador, Chuong Le, Jo Pamment
Jefferson Union High School District, Adult Division

Needs Statement
At Jefferson Union HSD there was a need to refine, implement and disseminate components of the Competency-Based Adult Education (CBAE) Master Plan throughout the district. The skeletal information handbook needed refinement and evaluation. District-developed CBAE life-skills curriculum needed wider disbursement and evaluation. The check-out system of resources needed refinements so that it would be more accessible. The student profile sheet needed to serve as a registration form to reduce student intake time. A curriculum matrix needed to be included in the handbook. And, finally, a process for responding to and dealing with staff input and concerns about CBAE processes and products needed to be established at all school sites.

The grant provided for five 1-1/2 hour meeting sessions and five 1-1/2 hour work sessions for a five-member steering committee to refine, package, and disseminate a district-wide Master CBAE Plan which would be open and responsive to change.

Goals and Objectives
1. 100% of the steering committee members will feel that two CBAE processes and two CBAE products have been successfully refined, implemented, and disbursed within the entire district.
2. 90% of the ABE/ESL certificated staff will feel that their concerns and input regarding the CBAE implementation plan are dealt with.
3. 100% of the steering committee will feel that a Master CBAE Plan is in place which can be adapted to program changes and needs.

Process
The grant provided for five 1-1/2 hour meeting sessions and five 1-1/2 hour work sessions for a five-member steering committee to refine, package, and disseminate a district-wide Master CBAE Plan which would be open and responsive to change.

A skeletal information CBAE/ESL binder had been previously compiled but needed to be refined and distributed.

Steering committee members were selected to represent each ESL level, program, and school site. This committee also served as a support system to CBAE process and product dissemination, to staff members' inquiries and suggestions, and to other 310 mini-grant proposals.

Four teachers and the ABE/ESL Coordinator made up the steering committee. The teachers were

asked to volunteer and were selected to represent each level of ESL and each school site. They were instructed briefly in the techniques of a participatory management system and the "Quality Circles" approach. The teachers knew they represented their ESL level or program and that they would be the contact with the steering committee from their school sites.

Twenty copies of this mini-grant were Xeroxed and distributed to the staff at the opening CBAE orientation meeting in the fall. The meeting had 100% staff attendance and was held one week before classes began. Steering committee members were introduced at this time, and the purposes of the steering committee were discussed.

The two main services of this committee were to act on feedback from staff and to provide direction for program improvement and district dissemination of products. The committee worked with the coordinator to make sure that issues were addressed and acted upon. In turn, committee members committed to completing specific assignments.

Outcomes

1. The data on the mini-grant staff survey indicated that:
   a. 64% of the ABE/ESL certificated staff felt that their concerns and input to the CBAE implementation plan were dealt with (90% was our goal).
   b. 100% of new-to-CBAE staff found support and resources provided by the CBAE Master Plan Binder. (There were two new teachers and two teachers involved with programs new to CBAE. Their response sheets were marked to indicate their particular categories—"new teacher" or "new to CBAE program."
2. By their participation in staff meetings, 75% of the ABE/ESL certificated staff contributed to the CBAE Master Plan.
3. 100% of the steering committee felt that:
   a. Two CBAE processes and two CBAE products had successfully been implemented within the district;
   b. A Master CBAE Plan was in place which could be adapted to program changes and needs.

Organization and Implementation of Level Exit Tests for ESL

Holda Dorsey, Carolyn Collins, Charlotte Meneses, Lane McKeever, Lora Palmer, Ted Dutton
La Puente Valley Adult School

Needs Statement

At present, this district's level exit criteria vary from site to site and from day to night depending on teacher preference.

Therefore, although movement from level to level is dependent on whether a student is able to demonstrate the ability to function at the beginning, intermediate or advanced level of instruction, this movement is not consistent throughout the ESL program. At this time no effective instrument for evaluating functional proficiency of ESL students based on local district criteria has been identified. Implementation of level exit tests built from the CASAS Item Bank would fill this need.

At present, this district's level exit criteria vary from site to site and from day to night depending on teacher preference.

The Student Needs Assessment has indicated that competencies of greatest use to students vary from site to site. It is therefore necessary for different forms of the level exit test to be created, each containing questions assessing different competencies while maintaining the same degree of difficulty.

Goals and Objectives

1. To establish a consistent level of proficiency for each level throughout the district adult ESL program.
2. To evaluate the functional proficiency of students at each level of instruction in order to certify their mastery of the life skills curriculum for that level and to advance them to the next level.
3. To determine to what extent a passing score on the level exit test is an accurate predictor of success at the next level of instruction.

Process
Six ESL teachers were selected to work on the project by the ESL Curriculum Developer for their individual expertise and interest in the project. Attention was given to representing all three levels of instruction—beginning, intermediate, and advanced—at both sites and to represent both day and evening programs.

The first decision was to prepare two tests for each level, thereby providing alternate assessment tools and focusing on the priorities of each campus. Student populations served by each campus are very different: ESL students at Dibble are mostly self-employed, wealthy, Asians from Taiwan, Korea and Japan while students at Willow are mostly unemployed, uneducated, Asian refugees and Hispanics.

The team met in December for a quick review of the CASAS test construction workshop. At this workshop, pre-test information from all students was analyzed and decisions of ranges and means were made. Since the pre-test scores were not consistent with the "label" of the class, the team decided to draw the ranges and means without the class labels and visually analyze the groupings, making necessary adjustments. Competencies to be assessed had been prioritized by all ESL teachers at a prior meeting.

Each member of the team accepted responsibility for designing, assembling and field-testing one test. Mechanical details such as color covers, test numbering, page numbering and so forth were agreed upon. After construction and duplication, the field testing began.

Outcomes
Six level exit tests, two for each level, were prepared and field tested. Analysis of results led to the following conclusions:
- Exit Test A-1 gives a good prediction of success at the next higher level, but needs to be supplemented with oral testing.
- Exit Test A-2 needs additional field testing.
- Exit Test B-3's results matched teacher predictions on students who would fall out of test range in either direction. However, difficulties in construction of the test require its additional field testing.
- Exit Test B-4 proved to be a good indicator of readiness to move to the next level.
- Exit Test C-5 had a level of difficulty that was too high, so it cannot be used as an exit tool.
- Exit Test C-6 can be used as a predictor of success at the next level but should be supplemented with listening and writing tests.

An additional finding was that, even with two different exit tests for each level, there were many instances of the competencies tested not matching the competencies taught.

Validation of Placement Procedures in Prevocational ESL Classes

Autumn Keltner, Gretchen Bitterlin, Leann Howard, Nancy Hampson, Donna Mealey, Lana Montgomery, Bill Steel, Paul Herron, Sharon Eustice
San Diego Community College District

Needs Statement
The San Diego Community College Adult Program offers three tracks of ESL instruction—General ESL, Prevocational ESL, and Academic ESL.

In the prevocational ESL track, employment-related assessment instruments are needed to validate placement procedures in prevocational ESL classes and to evaluate the functional proficiencies of students at each level for purposes of transfer to higher levels of instruction and/or appropriate referrals to skills training or job opportunities.

Goals and Objectives
1. To implement three level exit tests for the following student performance MELT levels of Prevocational instruction: levels 2, 3 and 5. Tests would be based on criteria for completion of each of the above levels.
2. To determine to what extent a passing score on each level exit test is an accurate prediction of success in subsequent levels of instruction, skills training or job opportunities.

Process
First, key competencies to be measured at each of the three levels of instruction were identified by referring to the prevocational ESL course outlines. Then, appropriate levels of difficulty were identified as criteria for choosing items for each test from the item bank and for writing entirely new items. Finally, it was decided that each test would include reading, listening, structure and applied performance items. The three level exit tests were then written, section by section, and the listening tests were recorded on cassette tape. During this process, each item and test form were reviewed by

at least three people and appropriate revisions were made. After the tests were assembled, the following materials were developed to support field testing:

1. Answer sheet
2. Answer keys
3. Directions
4. Scripts for the listening section
5. Competency lists
6. Class score sheets

Each test was then field tested in at least two levels of prevocational ESL classes. For example, the prevocational level 2 exit test was field tested in a level 3 class to make sure that the students in that class received a score of 80% or better and then the same level exit test was field tested in a level 2 class to verify that the test discriminated between level. Students in a level 2 class should not score 80% correct on a level 2 exit test, unless they are ready to exit that level of instruction.

After field testing, the scores were correlated with CASAS pre- and post-testing results to verify levels and also with designated student performance levels. Test results were then used to revise sections of the tests. Finally, staff development workshops were held with instructors to demonstrate the use of level exit tests.

Outcomes

Three prevocational ESL level exit tests have been completed which consist of the following:

1. Prevocational level 2 exit tests (2 forms)
   - 15 employment-related reading items
   - 15 employment-related listening items
   - 2 employment-related applied performance items
2. Prevocational level 3 exit test (2 forms)
   - 10 employment-related reading items
   - 10 employment-related listening items
   - 10 employment-related applied performance items
   - 2 employment-related applied performance items
3. Prevocational level 5 exit test (2 forms)
   - 10 employment-related reading items
   - 10 employment-related listening items
   - 10 employment-related structure items
   - 2 employment-related applied performance items

VESL Video Project

Ellen Karel, Donald Romero, Evelyn Renshaw, Baltazar Polio
Mission Language and Vocational School

Needs Statement

Previously, Mission Language and Vocational School (MLVS) had produced and videotaped an original play about a new employee's experiences in an entry-level clerical job, "On the Job With Rolando." The teacher who had created the tape was having great success using it as a tool for teaching language and building student confidence through class dramatizations. Other teachers using the tape experienced only moderate success. A training guide and workshops to assist other teachers in using this tape effectively were determined to be needed. The training guide needed to specifically help teachers become good drama coaches, effectively guiding students in taking roles and acting out scenes.

Goals and Objectives

1. Develop a teacher's guide and training videotape to enhance effective use of vocational dramatizations.
2. Conduct two workshops to present and evaluate the developed materials.

Process

Two teachers who had the most experience in using the original tape were selected to develop the written guide and training tape. MLVS' A-V technician shot and edited the training tape. Students from a low-intermediate class and a high-intermediate class at MLVS were involved in the taping. The training tape shows how an instructor works with these students, using the tape "On The Job With Rolando." The tape shows a variety of classroom activities and student progress over time. The training tape uses a documentary approach, taping many hours of class for a relatively short final tape (eight hours of class time for a 30-minute finished product).

The training tape shows seven of nine activities used in the sample lesson plan. It also includes spontaneous student testimonials "about how they felt about acting out scenes and what they had learned."

Outcomes
A training guide was developed that addressed the key elements of language functions, vocabulary and idiom usage, and related discussion topics (e.g. cross-cultural, interpersonal, or job-related concepts). This guide also included a sample lesson plan. The training tape to accompany the guide was also completed.

A nice byproduct of this project was that the teacher who developed "On The Job With Rolando," and helped make the training tape, received well-deserved recognition from his peers for his creativity and effort.

A workshop was held to disseminate the materials. Both products were well received and there were frequent remarks about the usefulness of this approach for VES students.

The 310 mini-grant gave this agency some needed resources to take a look at the effectiveness of a video they had produced, establish a model for the use of it, document how that model works in practice, and begin to disseminate the material for pilot-testing by other teachers.A nice byproduct of this project was that the teacher who developed the original tape, "On The Job With Rolando," and helped make the training tape, received well-deserved recognition from his peers for his creativity and effort.

Section 310 Mini-Grant 1984-85 Awards

The 1984-85 Section 310 Mini-Grant award listing is as follows:

ABC Unified School District
- Use of VCR in ESL Classroom Instruction

Alhambra Adult School
- Teacher Resource File for CASAS Competencies

Centinela Valley Adult School
- Integrating Centinela Valley Adult School Curriculum and Resource Center with CASAS Competency List and CASAS Matrix

Central County Regional Programs/MAEP
- ESL Literacy Reader and Workbook

Clovis Adult School
- The Development of a System for ESL Assessment and Diagnosis

Fremont Union High School District, Adult Education
- How to Design and Implement Effective In-House Staff Development
- Training CBAE Volunteers

Glendale Community College
- Instructional Materials for Functionally Illiterate ESL Students
- Beginning Literacy for ESL Students
- English for the Older Adult

Grant Joint Union High School District
- CASAS-ESL Placement — Phase I
- CASAS-ESL Placement — Phase II

Hacienda-La Puente Unified School District
- Government and Law Lesson for ESL Students
- Microcomputer Software Articulation Project

Manteca Adult School
- CBAE for the Learning Disabled/Handicapped Student in ABE
- CBAE for the Learning Disabled/Handicapped Student in ESL

Merced Adult School
- CBAE Implementation Survey

Mira Costa College
- ESL Exit Level Tests

Mt. Diablo Adult Education
- Small Group Study Trips

Neighborhood Centers, Oakland Unified School District
- Identifying ESL Students' Marketable Job Skills
- Workplace Education
- Video Tape of Electronic Assembly
- Applied Performance Testing for ESL Students
- Using Volunteers for Applied Performance Testing

Pomona Adult and Vocational Education, Pomona USD
- Competency-Based Adult Education Evaluation Project

Salinas Adult School
- Community Response to an ESL Literacy Class

San Diego Community College Continuing Education
- Evaluation of a Process to Provide CBAE Orientation and Intake of ESL Students
- An Evaluation of Targeted Recruitment for CBAE
- Validation of ESL Placement Procedures

San Juan School for Adults
- From Here to There: Improving the CBAE Guidance Element

Santa Clara Education Programs
- Empowering Students by Giving Classroom Experiences in Democratic Processes
- A Model Project for Assessing Dimension and Needs of Hidden ESL Population

Sequoia Adult School
- Design, Process, and Recording of a Student Follow-up
- Using CASAS Tests to Assess ESL Instructional Techniques

Tulare Adult School
- Matching Learning Temperments to Instruction

Vallejo Adult School
- Vallejo Adult CBAE and the Career Guidance Program
- Vallejo Adult CBAE and ABE Math

Watsonville/Aptos Adult Educaton
- Student Job Tracking
- Store and Shop Simulations

YMCA of San Francisco/Refugee Services
- Developing and Implementing a Self-Assessment Model

1985/1986 Section 310 Mini-Grant Awards

ABC Unified School District
- Dissemination & Further Development of the Teacher Resource File for CASAS Competencies
- Use of VCR in ESL Classroom Instruction

Alhambra Adult School
- Orientation to and Further Development of the Teacher Resource File for CASAS Competencies

Bell Gardens Adult School/Montebello Adult Education
- Dissemination and Further Development of the Teacher Resource File for CASAS Competencies
- Evaluation, Revision, and Expansion of Life Skills Unit Test for ESL ABE, Levels (I, II, and III in the Areas of Consumer Economics, Community Resources, Health, and Government and Law

Castro Valley Unified School District
- Inter-district Screening and Placement Project

Centinela Valley Adult School
- Integrating Grammar Guidelines with Life Skill Competencies

Chaffey Adult School
- Community Resource Guide

Downey Adult School
- Dissemination and Further Development of the Teacher Resource File for CASAS Competencies

El Monte-Rosemead Adult School
- Dissemination and Further Development of the Teacher Resource File for CASAS Competencies

English Action Center/International Institute East Bay
- A Competency-based Math Curriculum for Pre-literate Adults
- An Activity-based Approach to Language Learning for Non-literate Adults

Fremont Union High School District
- Placement and Diagnostic Assessment of Prospective ABE Students

Fullerton Jt. Union High School District
- Bridging the Materials Information Gap
- Evaluation of a Basic Skills Assessment Instrument

Grossmont Adult School
- The Integration of CAI into Life Skills Curriculum — a New Approach to Individualizing Instruction

Hacienda-La Puente Correctional Education
- CBAE Team Project: Life Skills Packets for ABE and ESL Students at Correctional Education Sites in the Los Angeles County Jails

Indochinese Refugee Training Project (Mendocino County)
- IRTP Life Skills Competency-based Curriculum Computer Data Entry Project

Jefferson Adult Education
- Managing an Adaptable CBAE Master Plan
- Dissemination of a Consistent Guidance System
- Steps Up

La Puente Valley Adult Schools
- Organization and Implementation of Level Exit Tests for ESL
- Auto Mechanics, Welding, Machine Shop Safety Video
- Video Exit Level Test: CASAS Listening Items Translated to Sign Language
- Dissemination and Further Development of the Teacher Resource File and CASAS Competencies
- Organization and Implementation of Intermediate Level Exit Test for ABE

Merced Adult School
- Comparison of VESL Classes, Competency-based and Traditional
- International Restaurant Handbook
- Comparison of ESL and VESL Classes

Mira Costa Community College
- Evaluation of CBAE/ESL Assessment System
- Documenting Competency Attainment Through Unit Tests, Beginning, Intermediate and Advanced Levels

Mission Language/Vocational School
- VESL Video Staff Development

Mountain View/Los Altos Adult School
- Follow-up and Investigation of ESL Student Drop-out

Napa Valley Adult School
- Competency Catch-up Software Project

Oakland Unified School District/Neighborhood Centers Adult Program
- Sneak Previews — Movies in the ESL/VESL Classroom
- Peer Sharing and the Dissemination of a CBAE Curriculum Bank
- ESL Placement Test
- Disseminating Individualized Competency-based Computational Skills Instruction

Pajaro Valley Unified School District
- ESL Parent Education Curriculum Refinement
- Store and Shop Simulations

Placer Hills School District/Placer School for Adults
- Employer Attitudes and Vocational Preparation of Handicapped Adults in the Community

Rancho Santiago Community College District
- CBAE Record-keeping Materials and Procedures

Sacramento City Unified School District
- Evaluating Student Progress in Strand vs. Block Time Approaches

San Diego Community College District
- Integrating Intercultural Communication into VESL Instruction
- Locating and Assessing the Needs of the Missing ABE Student
- Implementing a Reading Program for Low Literate ABE and ESL Students

- Designing a System to Meet Individual Student Needs
- A Competency-based Program to Promote ABE/ESL Student Retention
- Competency-based Student Orientation and Placement Study
- Increasing the Involvement of Immigrant and Refugee Women Students in Skills Training and Employment Search
- Documenting Competency Attainment Through Unit Tests, Beginning, Intermediate and Advanced Levels
- Validation of Placement Procedures in Prevocational ESL Classes, Beginning, Intermediate and Advanced Levels

San Francisco Community College
- Group Sessions for CASAS Career Guidance Project
- Student-Generated Needs Assessment
- Intermediate ESL Oral Exit Interview
- Effect of Print Size on Test Item Difficulty

San Juan School for Adults
- Developing a Central Record-keeping System
- Tapping the Source: Building a CBAE Resource Library

San Jose Unified School District/Central County Regional Programs
- Using a Camera to Teach Competencies
- ESL Intake Process
- Evaluation, Adaption, and Dissemination of Rosemary Moran's Shop and Store Simulations
- Adapter — Empowering Students Through Democratic Processes
- Integrating Life and Basic Skills Through Song, Poetry, and Chant

Santa Cruz Adult School
- Improving Vocational ESL for the Intermediate Level Student
- CBAE Unit Tests — ESL Levels 1, 2, 3, & 4
- ESL Teacher CBAE Handbook

Sequoia District Adult School
- Design, Process, and Recording of a Student Follow-up
- ESL Placement Procedure

Sweetwater Union High School District
- High School Entry Diagnostic and Placement Instrument
- Student Profile

Torrance Unified School District
- ESL Student Self-assessment Progress Sheets

1986/87 Section 310 Mini-Grant Awards

Linda Bainbridge **Stella Ohnersorgen**	Slide/Tape for ESL Orientation Voc Classes	La Puente Valley Adult School
George Barich **Beatrice Moreno**	Instructional Strategies Competency Based Multi-level	Redlands Adults School
Jeannie Beckman	CAI into Math Skills	Midway Continuing Ed Center
Saundra Bishop	C-Base Staff Development	Compton Adult School
Gretchen Bitterlin	Native Language Literacy Instruction/ Reading	East San Diego Center
Jean Bramer **Gary Tom**	Video Orientation for ABE Students	San Francisco CCD
Sharon Brannon	ESL/ABE Progress Care	Montebello Adult Ed
Christine Bunn	Advanced ESL Oral Exit Interview	San Francisco CCD
Mary Carillo	Life/Basic Skills Syllabus for Beginning ESL	Montebello/Bell Gardens
Louise Chandler	Orientation/Retention Low-Literate Students	East San Diego Center
Al Coleman	Determining Competency Needs for Beginning ESL Students	Sequoia Adult School
Willie Dickerson **Ernie Waugh**	IRTP Life Skills Computer Data Entry	Indochinese Refugee Project
Holda Dorsey **Stella Ohnersorgen**	Computerized Record Keeping ESL Testing	La Puenta Valley Adult School
Shirley Edwards	Using Mentor Teachers/Staff Development	MAEP/Central County Regional
Shirley Edwards **Sheila Lunny**	Volunteer Training Program	MAEP/Central County Regional
Gail Forman	Identification of LD LEP Students	East San Diego Center
Phyllis Goodard **Xanh Lam**	Modified Lesson Modules Non-Pre Literate	Kearny Mesa Center
Claudia Grossi	Verbal Life Skills Assessment; Reformulated Placement Tests	Conejo Valley Adult Education
Caroline Hamlin **Ann Holzkneacht**	Competency Based Program Non-Literate ESL Student	Midway Continuing Ed Center
Gerald Hanson	Teachers Observing Teachers; Parent/Child ESL Class Manual	Fremont Union Adult Education
June Hayes	CAI into Reading Skills Program	Centre City Center
Leann Howard	Evaluation Guidance Counseling Services—ABE/ESL Students	East San Diego Center
Lowell E. Hurst	Vocational Horticulture Curriculum	Watsonville/Aptos Adult School
Constance Kay	Tactile/Visual Materials Forest Evaluation/Identification	Centre City Center

Margaret Kirkpatrick	Faculty Handbook Evaluate Effectiveness CASAS Tests	Merced Adult School
Elizabeth Knight	Geriatric Aide Training Program	Fairfield-Suisun Adult School
Tom Langdale **Stella Ohnersorgen**	Exit Test Translated to Sign Language	La Puente Valley Adult School
Dorothy Lopez	ESL Teachers Peer Coaching	Mountain View/Los Altos
Ellie Lorch	CAI into English Skills Program	Centre City Center
Linda Lywandowsky	Health Programs Appropriate to	SDSS/Agnews Dev Center Adult Students
Margaret Manson	Cultural Competencies ESL/ABE Students	Rancho Santiago CCD
Diane McCarthy	Orientation ESL Program and Adult School	Santa Clara/Wilson Adult
Jay McCauliff	Bridging with Handicapped	Eureka Adult Education
Joan Meier	Unit Tests in Housing	Kearney Mesa Adult Center
Robert Nation	Computerized Record-Keeping System	Santa Cruz Adult School
Mary Anne Nielsen	Implementation of IEP Process in a CBAE Program	Castro Valley USD
Ben Noodleman	Beginning Reading Exit Test	Alhambra Adult Division
Pamela Norgaard	Recordkeeping	Mt. Diablo/Loma Vista Center
H. Fulghum Nutters **S. Giambruno**	Refined ABE Outreach, Orientation, Recordkeeping	Jefferson Adult Division
Stella Ohnersorgen **George Lisiecki**	Math Items in CASAS Item Bank	La Puenta Valley Adult School
Marie Osborne **Gary Tom**	Career Guidance Resource Handbook for ESL	San Francisco CCD
Henry Page	Placement Test Validation	Palo Alto Adult School
Margie Parulan	Handbook of 2nd Language	Baldwin Park Adult School
Edward Quesada	CBAE Resource Center	Paramount Adult School
Ray Ramirez **Gretchen Bitterlin**	Peer Coaching/Staff Development ESL I & II	Harborview Center
Rita Rippe **Mary Kernodle**	Telephone Level A - ESL	Hacienda La Puente Corr. Education
Lillian Sacco	Assessment Survey to Improve Student Attention	Montebello Adult Ed
Analydia Scoggin **Stella Ohnersorgen**	Verification of Placement Procedure Adult	La Puente Valley School
Sharon Seymour **Christine Bunn**	Refinement Inter. ESL Oral Exit Instrument	San Francisco CCD
Lu Ellen Shafer	Zero in on Hispanic ABE Students	Santa Cruz Adult School

Sandra Smith Adrienne Hamlin Virginia Vieira	Oral Interview/Instructional Material (Int.)	San Leandro Adult School
Steven Spurling	Life Skills Exit Test Components	College of Marin
Catherine Stoll	Competency Based Student Assessment Placement/Orientation Study	Kearny Mesa Center
Nancy Stucker	New Student Orientation	Salinas Adult School
Sara Tanke	Applied Performance/Level Exit Tests/ Int. Levels; Applied Performance/Level Exit Tests/Beg. Levels	Sequoia Adult School
Andrea Taylor	CAI/Driving Pedestrian Safety	Dayle McIntosh Center
Barbara Thompson Jennifer Schulz	ESL Pre-Literate Curriculum & Documentation	Pomona Career Continuing Education
Gary Tom	SFCCD Voc Training Info Handbook ESL Students	San Francisco CCD
Linda West Stella Ohnersorgen	Vocational Skills Center Recordkeeping	La Puente Valley Adult School
J. Wright-Sarinan Mary Kernodle	The Library Level B - ABE	Hacienda La Puente Correctional Ed

Networks

Castro Valley, San Leandro, Fremont, Hayward	Inter-District CASAS Recordkeeping System	Castro Valley USD
ABC, Alhambra, Hacienda La Puente, Downey, Montebello	ESL Instructor Network	ABC Adult School
Mountain View/ Los Altos, Milpitas, Santa Cruz, Sequoia, Watsonville, Fremont (Sunnyvale), Hayward, Metropolitan Adult Education Program, Santa Clara	New Dimensions in Northern Networking	MAEP/Cntl. County Regional
MiraCosta College, San Diego Community College	Evaluation Effectiveness ESL Unit Tests	East San Diego Center
Santa Clara, Merced Adult School	Vocational Network Newsletter	Santa Clara Adult Education